DOCUMENT RESUME

ED 310 592 EC 220 796

TITLE	A Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions. First Annual Report, September 1, 1985-August 31, 1986. Final Report.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for the Study of Correctional Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Aug 86
GRANT	G008530055
NOTE	190p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *Continuation Students; Coordination; *Correctional Rehabilitation; *Disabilities; Education Work Relationship; Inservice Education; Prisoners; Program Development; Referral; Secondary Education; *Transitional Programs; *Vocational Education
IDENTIFIERS	*Incarcerated Youth

ABSTRACT

The Youth Reentry Specialist (YRS) project was designed to coordinate the reentry of handicapped youth from a juvenile corrections facility into special education programs and the world of work. The project's goal was to increase the probability of special education and vocational program participation of handicapped parolees. The project resulted in a number of new services, including referral of students to the appropriate Director of Special Education and to related agencies. In addition, student counseling has been made readily available; interagency cooperation; has been encouraged; and inservice training of parole officers, social workers, and parole board members has been provided. This report contains: (1) an overview of the YRS project; (2) the end-of-year financial report; and (3) the findings of the YRS evaluation (including a description of the research methodology). Six appendices which make up the bulk of the report, include copies of interagency contracts and purchase requisitions, a job description and list of performance objectives for the Youth Reentry Specialist, a grant evaluation instrument, YRS strategy worksheets, and a copy of a paper by Stan Karcz titled "Transition Services for Post-Release Reintegration." The YRS strategy worksheets describe program objectives, tasks, strategies, criteria, resources, and timelines. Objectives focus on such areas as: supporting parole agents in their efforts to transition handicapped inmates from the institution to special education programs, consulting effectively with service providers about special education and vocational programming needs of handicapped former inmates, and developing monitoring and evaluation systems. (JDD)

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PROJECT # 158GH 50082

GRANT # G0085 30055

THE FIRST ANNUAL REPORT FOR THE USOE/OSERS

PROJECT ENTITLED:

A YOUTH REENTRY SPECIALIST PROGRAM FOR RELEASED INCARCERATED YOUTH WITH HANDICAPPING CONDITIONS

(The project began September 1, 1985 and ended August 31, 1986)

Center for the Study of Correctional Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
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EC 220796

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FINAL REPORT CERTIFICATION FORM

GRANT NUMBER: G0085300055 PRINCIPAL INVESTIGATOR: Stan Karcz

INSTITUTION: University of Wisconsin-Stout

COMPETITION: Final Report

REVIEWER: Mel Appell

TITLE: A Youth Reentry Specialist Program for Released Incarcerated Youth with Handicapping Conditions

SUMMARY OF FINAL REPORT

Overview - The purpose of this project was to study a new type of special education related services program, the special education Youth Reentry Specialist (YRS). This program addresses issues involved in the transition of handicapped parolees from correctional institutions to vocational or work programs.

Major Findings - Without the YRS and without AFDC the average parolee has no probability of attending school and participating in vocational experiences (AFDC success rate is probably attributable to added social worker involvement). However, it should be recognized that even with AFDC and without YRS blacks probability of success is close to zero for succeeding in public schools.

ommendations - Facilities incarcerating the handicapped offender should include in their orientation a program of student reentry skills. The focus of this program should be on transitional needs and greater parental involvement both when the offender is in and once separated from the institution. Parents have not, over time advocated effectively for their children in correctional institutions.

This report concludes the work on this important and needed project because the incarcerated population includes about 25 percent handicapped persons. The strategy presented here is one successful method for coping with this difficult problem.

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ACKNOWLEDGEMENTS

I would like to thank the persons who most closely worked on this project and added to its overall effectiveness.

I am extremely indebted for the commitment made by the policy (steering) committee to this project:

Gordon Clay, Administrator, CESA #10

John Jelinek, Regional Service Network Coordinator CESA #10

Ann Kellogg, Wisconsin Department of Public Instruction designee

Charles Kellstrom, Principal of Lincoln Hills School (juvenile correctional institution)

Fred Timm, Wisconsin Division of Corrections designee

Jim Wickman, Wisconsin Division of Corrections designee

I am most grateful to Shirley Bostrom for performing both secretarial and research duties beyond the call of duty.

I also wish to express my appreciation to my wife, Mary Theresa Karcz, ABD for volunteering to work on the research needs of this project.

Finally, I am truly appreciative of the Youth Reentry Specialist work that has been provided initially by Marty Potter and currently by Jack Sullivan.

This report is written for the purpose of complying with the provisions of this grant and to share the results of project evaluation findings. The three areas to be covered in this report are: an overview of the Youth Reentry Specialist Grant, the end of the first year report, and the findings of the Youth Reentry Specialist evaluation. The findings of the study will address both the quantitative and the qualitative data along with recommendations resulting from the project.

OVERVIEW OF THE YOUTH REENTRY SPECIALIST GRANT

As an overview, the YRS project was designed to coordinate the reentry of handicapped youth from a juvenile corrections facility into special education programs and the world of work. Lincoln Hills School was the correctional center selected as the site for the demonstration program. The hiring agent and subconstract administrative agent for the YRS person and program was the public school intermediate school district known as the Cooperative Educational Service Agency (CESA) #10 located in Chippewa Falls, Wisconsin. Once the project was approved, University of Wisconsin-Stout issued two sub-contracts to the two agencies directly involved in providing direct services discussed in this grant. The sub-contractors were CESA #10 and Lincoln Hills School. The major expected outcome of this project was that the handicapped parolees will have a higher probability for increased special education and vocational program participation whether that vocational experience be any one of the following: participation in a vocational education program, vocational rehabilitation, Job Training Partnership Act program, Vocational Technical Adult Education program or work.

Purpose

The purpose of this proposal is to seek support for a new type of special education "related services" program, one which addresses the issues involved in transitioning a handicapped parolee from the correctional institution, through the Cooperative Educational Service Areas (CESA) to vocational/work programs in the local community. The new program is entitled the Special Education Youth Reentry Specialist. It is a public school administered mechanism designed to reduce transition difficulties.

Methodology

The research objectives for this design stem from the major research question "Does the youth reentry specialist program affect vocational performance measures in Cooperative Education Service Area facilitated program options; i.e., special education, vocational education, vocational rehabilitation, VTAE, and/or JTPA?"

This is an especially interesting and important question as one controls for other sociodemographic and direct program-related data.

A null hypothesis drawn from the previous research question which would include these selected factors would be posed as:

H_o: The probability that an incarcerated youth with handicpping conditions will vocationally perform satisfactorily in school/vocational/training programs given the service of the Youth Reentry Specialist program and other selected factors is less than or equal to the probability that the youth will vocationally perform unsatisfactorily in education/vocational/training programs given only the other selected factors.

Sample

In order to minimize the effects of extraneous independent variables (biases) to the purpose of this study, a control group was selected which is

quite similar to the experimental group. Both are in the same corrections facility in Wisconsin (at Lincoln Hills).

Once data have been collected, a profile of the selected sample will be made to determine if both populations are essentially homogeneous.

Data Requirements

The discrete data required for this study are organized by source of data and are described in Table III-1 (on the following page).

A. CESA and other Direct Service Providers

1. Vocational performance: Vocational performance is considered satisfactory performance if the student attends any of the CESA facilitated programs successfully for thirty days or more.
2. Referral for special education service: The CESA districts will be asked to specify whether or not students have been referred for special education service.
3. Participation in school/vocational/training programs: The various agencies are being asked to specify whether or not students were receiving special education instructional services--such as resource, special class, or special school instructions programs. They are also being asked to identify types of vocational education, vocational rehabilitation, VTEA, and training programs.
4. Participation in a special education related service: The CESA's are being asked to specify whether or not students were receiving special education related services such as school social work, counseling, school psychological, etc.

B. Lincoln Hills DOC

1. Family income: Family income data will be requested from administrative staff.

2. Sex: Sex identification for each youth will be obtained.

3. Race: Racial characteristics--white, black, Hispanic, and Oriental--will be determined.

4. Grade level of achievement: Achievement data will be requested of Lincoln Hills

5. YRS service: A list of handicapped incarcerated youth eligible for the YRS service will also be requested.

Logit Approach

The method for analyzing the effects on attendance is a multiple regression approach. Eight characteristics are used as independent variables in this model. One of these characteristics is the youth reentry specialist.

Form of Data to be Developed

The characteristics of the data to be obtained are identified in terms of kinds of data: the outcome measures are each dichotomous. The selected factors are primarily discrete except for the following two continuous factors: a) grade level of achievement, and b) family income.

In the logit model, the outcome measures are treated as dichotomous dependent variables; i.e., either attending school or not attending, either suspended or not suspended, etc. Since the dependent variables operationally have a dichotomous character and given these measures are each to be considered as a function of selected factors, the multiple regression methodology selected is the LOGIT Analysis (A form of regression where the dependent variable is dichotomous.). In this type of analysis, the conditional probability is determined; e.g., of school attendance, given the services of the YRS and the seven other (factors) variables. In other words, the logit approach will be analyzing each of the relations between each of the dependent variables and each of the eight independent variables of which YRS presence is one, income another, etc. The research question essentially asks, "Does the YRS in conjunction with all these other factors have a short range

effect upon the attendance dependent variable?" The appropriateness of the LOGIT procedure is to determine the contribution of each of the independent variables (selected factors) to a given dependent variable, given the presence or absence of the YRS. Consider the Y_a=1 if the detainee attends school and Y_a=0 if he/she does not; then the following linear (The same variables in a log linear equationare: $p_a \log 1\text{-}pa = {}_o + {}_1\log s_a + {}_2\log t_a + {}_3\log u_a + {}_4\log v_a$ $_5\log w_a + {}_6\log x_a + {}_7\log y_a + {}_8\log z_a + {}_a)$ equation represents the values of the variables:

$$Y_a = {}_0 + {}_1 s_a + {}_2 t_a + {}_3 u_a + {}_4 v_a + {}_5 w_a + {}_6 x_a + {}_7 y_a + {}_8 z_a + {}_a.$$

where:

s_a: estimate of grade level of achievement

t_z: YRS service

u_a: referral for special education service

v_a: participation in a special education instructional service

w_a: participation in a special education related service

x_a: family income

y_a: sex

z_a: race, and

a : (r a n d o m d i s t u r b a n c e) .

Theil (1971) states that "The object of those analyses is thus a probability, which implies that we have to face the problem that this is a quantity which is confined to the interval from zero to one. In LOGIT, coefficients are interpreted as the effect on probabilities The coefficient is the change in probability associated with a change in a given independent variable. Logit Method of Testing Hypotheses

Since the incarcerated youth with handicapping conditions are

faced with a series of binary choices either to attend school or not, etc., the choice the incarcerated youth make depends on the characteristics or certain attributes of the individual. Pindyck and Rubenfeld (1981) state that "...assuming that we have information about the attributes of each of the individuals and choices they make, it is natural to ask whether we can estimate an equation which will predict the choices of individuals not in the original sample." The logit probability model chosen for this study is one which uses both binary dependent variables and data regarding several attributes (factors) of an individual--attributes which are either discrete or continuous. Theil (1971) states that the logit is a "...transformation of the probability [that] - at $p = 0$, 0 at $p =$ .5, at $p = 1$." He continues by stating that the logit is related to the following logistic function:

$$\log \frac{p_a}{1-p_a} = 0 + \log x_a$$

where p_a is the probability that the a^{th} student will attend school, given that his/her experience with the YRS service is x_a. The parameter provides "...the YRS elasticity of the odds in favor of school attendance."

THE END OF THE FIRST YEAR FINANCIAL REPORT

The following is a copy of the end of the first year financial report. Although the project has not expended over $5,000 during the September 1, 1985 to August 31, 1986 period of time, this is due primarily to an interruption that had occurred within the project. The interruption was a result of the first hired YRS terminating his employment in December of 1985. During December and the early part of January, several developmental activities were postponed. Hopefully, these can be continued in the next fiscal year. Major activities and objectives of the project were not impaired as the subsequent evaluation portrays.

Since the YRS person was to be administered through CESA #10 and since certain support services were to be supplied to the YRS in the CESA #10 administrative offices and in Lincoln Hills School, sub-contracts needed to be written among CESA #10, DOC and University of Wisconsin-Stout. Copies of the interagency contracts and purchase requisitions can be found in Appendix A.

First Year of Program

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	Dept. ED.-Assist. Mngt. & Procurement Service
2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	G008530055
OMB Approved No.	80-R0180
PAGE	OF
3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	U.W. Stout Center for Correctional Ed. Menomonie, WI 54751
4. EMPLOYER IDENTIFICATION NUMBER	1-396006492-B5
5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	144-04-499 Youth Re-entry
6. FINAL REPORT	☐ YES ☒ NO
7. BASIS	☒ CASH ☐
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year)	9/1/85
TO (Month, day, year)	8/31/86
9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year)	9/1/85
TO (Month, day, year)	8/31/86

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a) SALARIES	(b) FRINGE BENEFITS	(c) TRAVEL &CONSULT	(d) SUPPLIES	(e) OTHER COSTS & CONTRACTUAL	(f) INDIRECT COSTS	TOTAL (g)
Net outlays previously reported	$	$	$	$	$	$	$
Total outlays this report period	19,417.54	4,111.35	2,422.48	804.03	33,827.58	10,117.42	70,700.40
Less: Program income credits							
Net outlays this report period *(Line b minus line c)*	19,417.54	4,111.35	2,422.48	804.03	33,827.58	10,117.42	70,700.40
Net outlays to date *(Line a plus line d)*	19,417.54	4,111.35	2,422.48	804.03	33,827.58	10,117.42	70,700.40
Less: Non-Federal share of outlays							
Total Federal share of outlays *(Line e minus line f)*	19,417.54	4,111.35	2,422.48	804.03	33,827.58	10,117.42	70,700.40
Total unliquidated obligations							
Less: Non-Federal share of unliquidated obligations shown on line h							
Federal share of unliquidated obligations							
Total Federal share of outlays and unliquidated obligations	19,417.54	4,111.35	2,422.48	804.03	33,827.58	10.117.42	70,700.40
Total cumulative amount of Federal funds authorized	19,976.00	4,310.00	2,350.00	800.00	38,587.00	10,443.00	76,466.00
Unobligated balance of Federal funds	558.46	198.65	(72.48)	(4.03)	4,759.42	325.58	5,765.60

DIRECT EXPENSE	a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED			
	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
	43% Sal. & Wags	23,528.89	10,117.42	10,117.42

REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

DATE REPORT SUBMITTED

TYPED OR PRINTED NAME AND TITLE
James W. Freer, Deputy
Assist. Chanc. and Controller

TELEPHONE (Area code, number and ext.)
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THE FINDINGS OF THE YOUTH REENTRY SPECIALIST EVALUATION

Progress Toward Project Tasks

April 17, 1985, Ms. Dorothy Stockton, Grant Officer for the U.S. Department of Education, discussed the conditions of a funded University of Wisconsin-Stout grant entitled SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: YOUTH REENTRY SPECIALIST PROGRAMS FOR RELEASED INCARCERATED YOUTH WITH HANDICAPPING CONDITIONS. This grant was awarded for the period September 1, 1985, through August 31, 1986. It has been renewed for one more year.

Since the first telephone notice of the award in early April, 1985, numerous meetings were held preliminary to September 1, 1985 (the initiation date of the grant). A chronological list of the preliminary meetings and accompanying list of objectives for such preliminary meetings follow:

Date	Place	Purpose of Preliminary Meeting
April 15, 1985	Chippewa Falls, WI	To share news of award of grant and prepare for preliminary meetings
April 22, 1985	Chippewa Falls, WI	To determine a schedule of activities
June 9, 1985	Chippewa Falls, WI	To discuss draft of interagency contract relative to the grant (see Appendix A)
June 11, 1985	Irma, WI	To review contract and to formulate a job description for the Youth Reentry Specialist (YRS) (See Appendix B)
July 8, 1985	Black River Falls, WI	To review job description and to begin advertising YRS position
August 1, 1985	Menomonie, WI	To discuss candidate applications and status of advertising procedures (see Appendix C)
August 21, 1985	Chippewa Falls, WI	To continue with YRS candidate interviews and to begin review and modification of the grant's evaluation instrument (see Appendix D)

The following is a chronological list of planning meetings held after September 1, 1985 (the initiation date of the grant), and an accompanying list of objectives for such planning meetings:

Date	Place	Purpose of Planning Meeting
September 6, 1985	Menomonie, WI	To review the grant evaluation instrument
September 10, 1985	Irma, WI	To introduce project and YRS person to the Juvenile Offender Review Program (JORP) board at Lincoln Hills School and to review the grant evaluation instrument.
September 19, 1985	Chippewa Falls, WI	To review the evaluation instrument
October 29, 1985	Chippewa Falls, WI	To determine roles of Regional Service Network (RSN) and Directors of Special Education to this project.
October 31, 1985	Chippewa Falls, WI	To determine roles of RSN and Director of Special Education to this project.
December 5, 1985	Irma, WI	To discuss draft of Directors of Special Education and RSN roles.
December 20, 1985	Conference Call	To determine hiring process and schedule for new YRS person.
January 21, 1986	Chippewa Falls, WI	Monthly Tri-Agency meeting
January 22, 1986	Chippewa Falls, WI	Scheduled interviews held for YRS position
January 27, 1986	Chippewa Falls, WI	Final interview for YRS position held
February 6, 1986	Menomonie, WI	Meeting held with Jack Sullivan, newly hired YRS
March 3, 21986	Irma, WI	Introduction of new YRS person to program staff at Lincoln Hills School
March 27, 1986	Madison, WI	Tri-Agency YRS monthly meeting
April 3, 1986	Minneapolis, MN	Presentation of YRS project at Correctional Education Association regional meeting

April 29, 1986	Green Bay, WI	Presentation of YRS project to 17 Directors of Special Education in Cooperative Educational Service Agency (CESA) #7
May 5, 1986	Green Bay	Presentation of YRS project with Wisconsin Department of Corrections at the Correctional Eduction Association 5th Annual Conference in Green Bay.
May 8, 1986	Chippewa Falls, WI	Tri-Agency YRS monthly meeting
May 9, 1986	Madison, WI	Meeting with the state Department of Public Instruction/Vocational Education Administrator to discuss statutory authority and funding
May 14, 1986	Madison, WI	Meeting with state vocational rehabilitation agency to discuss statutory authority and funding
May 15, 1986	Irma, WI	Presentation of role of YRS role before JORP Board and corrections counselors.
May 22, 1986	Madison,WI	Presentation of YRS project to RSN
June 24, 1986	Irma, WI	Tri-Agency monthly YRS Project meeting
June 27, 1986	Menomonie, WI	Resource Directory Development
July 1, 1986	Madison, WI	Meeting with Wayne Sherry, Director of Job Training Parternship Act. (JTPA)
July 5-9, 1986	Cincinnati, Ohio	Make presenttion about the YRS Project to Correctional Education Association members at national conference.
July 28, 1986	Madison, WI	Tri-Agency monthly meeeting

Persons who attended most if not all the meetings were:

Mr. Gordon Clay, Administrator
Cooperative Educational Service Agency #10

Mr. John Jelinek, Regional Service Network (RSN) Director
Cooperative Educational Service Agency #10

Dr. Stan Karcz, Project Director
University of Wisconsin-Stout

Ms. Ann Kellogg
Program Supervisor for the Emotionally Disturbed

Mr. Charles Kellstrom, Education Director
Lincoln Hills School, Division of Corrections

Mr. Jack Sullivan, Youth Reentry Specialist
Lincoln Hills School

Mr. Fred Timm, Education Resource Coordinator
Bureau of Juvenile Services, Division of Correction

Mr. Jim Wickman, Community Services Specialist
Bureau of Juvenile Services, Division of Corrections

PROGRESS TOWARD YRS GRANT TASKS

TASK #1:

To assist CESA #10 (which would act as the school administrative district for the YRS) in hiring a Division of Corrections acceptable candidate--preferably a minority person.

Task #1 has been accomplished. CESA #10, the Wisconsin Department of Corrections, and the University of Wisconsin-Stout advertised in Wisconsin newspapers, on SpecialNet (electronic job listing), through the Wisconsin University System, and through various public schools and correctional institutions throughout Wisconsin. The candidate selected for the Youth Reentry Specialist position, although not a minority, has excellent school and work experience credentials. Progress toward all tasks was significantly interrupted by the leaving of the first YRS. This, in addition to the Christmas holiday, postponed progress on the project by the YRS for approximately 6 weeks. Presently, Jack Sullivan is functioning well in the YRS position. The first YRS was Martin Potter who left mid-year due to marriage and relocation needs.

TASK #2:

To develop a job description for the YRS consistent with the stated program objectives and consistent with existing Public Instruction and Division of Corrections regulations and procedure.

Task #2 has been written. A job description was developed that is consistent with the YRS grant. Development of strategies necessary for the accomplishment of program objectives were written by Martin Potter and by Jack Sullivan (see Appendix E). Technical assistance was provided to Mr. Potter, and

afterwards to Jack Sullivan, by the three agencies involved in the project. In addition, Mr.Potter has received inservice training from Roland Rockwell of the Wisconsin DPI on public school financing and from Ann Kellogg of Wisconsin DPI regarding existing special education procedures which pertain to the role of the YRS. Similar training along with inservice from administrators of the State Department of Vocational Rehabilitation, State Vocational Education agency and the State Job Training Partnership Act Office were provided to Jack Sullivan.

TASK #3

To provide an ongoing program supervision for the YRS

The University of Wisconsin-Stout project director worked with the YRS to accomplish YRS project activities. One of these major activities involved the determination of the specific relationships between directors of special education and Lincoln Hills School(LHS) and between regional service network persons and LHS. Through a series of meetings, the agency representatives to this project, including the Wisconsin DPI designee (Ann Kellogg), have determined that the state statutues and regulations have amply specified the transition procedures for all handicapped students. However, school districts of large cities such as Milwaukee, Madison, and Green Bay need a more thorough set of articulated procedures since these special education structures are more complex. Pursuit of such State policies or interagency agreements would institutionalize the transition process for these large cities. A thrust of the YRS is to pursue these interagency memoranda of understanding.

The interagency representatives involved in this project could facilitate the transition from LHS into special education program units by involving parents and state/county agents in special education decision making.responsibilities such as participating in M-Team activities, development of the Individualized Educational Programs (IEP), annual evaluations, and other

due process procedure. The YRS would share a copy of the Wisconsin DPI publication entitled THE EEN TRIANGLE OF SUPPORT: A GUIDE FOR PARENTS. This is a "how to"publication for parents telling how they can paricipate in special education program opportunities. Additional information may need to be developed to make this publication more useful to state/county agents.

TASK #4:

> To plan and develop a control system for monitoring, evaluating, and adjusting student performance activities and youth reentry specialist program activities.

For the most part, the control system and the evaluation concerns have been operationalized into the designed evaluation instrument (see Appendix D). Questionnaire items address issues raised in the methodolody section of the grant and additional steering committee concerns.

TASK #5

> To plan with appropriate state agency representatives (including legal and government relations departments) from special education, vocational education, vocational rehavilitation, corrections. and the Governor's office for purposes of determining categorical funding opotions and/or legistlation required to continue and replicate the YRS program.

Numerous meetings were held with administrative representatives from the following state agencies: Department of Vocational Rehabilitation, DPI Bureau of Vocational Education, and from DPI-JTPA office and with the YRS project director and the YRS. As a result of these meetings, program and funding procedures were determined. These procedures are being disseminated to the directors of special education, to state and county agents and to parents in an ongoing manner.

TASK #6

> To disseminate information about the YRS program to interested parties.

The YRS project director has presented information about the YRS project to numerous audiences of Directors of Special Education, DOC social workers, DOC

educators, regional and Wisconsin correctional education association meetings. Also a publication was written for the National Correction Association. (Please see Appendix F).

YRS Effectiveness Measured

Descriptive Statistics

The number of observations during the first year of this study were 44. Twenty-two were in the control group and twenty-two were in the experimental. Assignments were made into both groups randomly using queue of students awaiting M-teaming at Lincoln Hills School. A random table was used to assign queued students either into control or experimental groups. During the first year 89% of the students were males and 11% were females. Also, 75% of the students involved in this project were White, 14% were Indian and 9% Black (please see Table 1). The majority of the students were from families not receiving Aid for Dependent Children (AFDC). Thirty-two percent of the youth in this study were from families receiving AFDC. Twenty-three percent of the parolees were currently enrolled in special education programs, 16% of whom received YRS services. Of the 11% not enrolled in school, the majority of these did not receive any YRS services. Clearly YRS services increased the percent of handicapped students enrolled currently in school (please see Table 2). The majority of students attending Lincoln Hills School have between five and six high school credits. Most had less than seven credits (please see Table 3).

The average parolee was a White male with 5.7 high school credits whose parents were not receiving AFDC and who was currently enrolled in special education programs upon release from Lincoln Hills School.

Inferential Statistics

A logit analysis was used in this study to determine whether or not the YRS increased the probability of a successful outcome for parolees reentering the public schools. A successful outcome was defined as the student's receipt of

TABLE - 1

FREQUENCY COMPARISONS FOR SEX AND

ETHNICITY BY YOUTH REENTRY SPECIALIST (YRS) SERVICE

Characteristics	Percent With YRS	Percent Without YRS	Percent Total	
Sex				
Male	43.18 (19)[a]	45.45 (20)	88.63 (39)	
Female	6.82 (3)	4.55 (2)	11.37 (5)	100 (44)
Race				
White (not Hispanic)	36.36 (16)[b]	38.64 (17)	75.00 (33)	
Black (not Hispanic)	4.55 (2)	4.55 (2)	9.1 (4)	
Indian	6.82 (3)	6.82 (3)	13.64 (6)	100 (44)

[a] Number of observations

[b] Data is missing one (1) observation for this characteristic

TABLE - 2

FREQUENCY COMPARISONS FOR FAMILY INCOME AND FOR RECEIPT OF SPECIAL EDUCATION SERVICES BY YRS SERVICE

Characteristics	Percent With YRS	Percent Without YRS	Percent Total	
Family Income				
AFDC	15.91[b] (7)	15.91 (7)	31.82 (14)	
No AFDC	31.82 (14)	34.09 (15)	65.91 (29)	100 (44)
Special Education				
Currently enrolled	15.91[c] (7)	6.82 (3)	22.73 (10)	
Currently not enrolled	2.27 (1)	9.09 (4)	11.36 (5)	100 (44)

[b] Data is missing one (1) observation for this characteristic.

[c] Data is missing 29 observations for this characteristic.

TABLE - 3

FREQUENCY COMPARISONS FOR NUMBERS OF HIGH SCHOOL CREDITS

BY YRS SERVICE

Number Credits	Percent With YRS	Percent Without YRS	Percent Total	
0 - 1	0 (0)[b]	4.55 (2)	4.55 (2)	
2 - 3	15.91 (7)	9.09 (4)	25.00 (11)	
4 - 5	13.64 (6)	11.36 (5)	25.00 (11)	
6 - 7	9.09 (4)	13.64 (6)	22.73 (10)	
8 - 9	6.82 (3)	2.27 (1)	9.09 (4)	
10 - 11	2.27 (1)	0 (0)	2.27 (1)	
12 - 13	0 (0)	2.27 (1)	2.27 (1)	
14 - 15	0 (0)	2.27 (1)	2.27 (1)	
16 - +	2.27 (1)	2.27 (1)	4.54 (2)	100 (44)

[b]Data is missing one (1) observation for this characteristic

both special education and vocational related services once the parolee transitioned into the public schools upon release from Lincoln Hills School. Factors which were considered important are listed in Table 4. The YRS is included in the calculations of the second intercept. Overall, the logit model had a Pearson Goodness-of-Fit Chi Square of 1.909 for probability of .928 based on 44 observations with 6 degrees of freedom. In transforming the regression coefficient from the logit analysis into probability statements it was discovered that without the YRS and without AFDC an average parolee has no probability of attending school and participating in vocational experiences. The same White handicapped youth with 5.7 high school credits with YRS services has a 99% probability for attending school. Similarly, a female parolee without AFDC and without YRS services has a zero probability for achieving success in the public schools. However, the same student with YRS services has a 94% probability for participating in special education and in vocational related programs. An interesting finding in this composite of probabilities is discovering how significant being on welfare is for succeeding in the public schools even without YRS services. A male or female whose parents are receiving AFDC has a 99.99% probability for achieving success as defined earlier. YRS services increase that probability to 100% (please see Table 5). The high success rate for parolees whose parents are receiving AFDC might in part be due to the added social workers involved in supporting the family unit. The probability of success for a Black male or female whose parents are receiving AFDC or not receiving AFDC with or without YRS services is still zero (please see Table 6). A male Indian student whose parents are not on AFDC without YRS services has zero probability of reaching a successful outcome. The same individual with YRS services has a 53% probability of achieving a successful outcome. Similarly, a female whose parents are not on AFDC without YRS services has a zero probability of success. The same person with YRS services increases a female's probability of success by 3% (please see Table 7).

TABLE - 4

EXPLANATORY VARIABLES USED IN THE LOGIT ANALYSIS

Explanatory Characteristics	Regression Coefficient	Standard Error
Number of H.S. credits	5.69762[a]	3.38713
Received related services	21.34077	12.73253
Family income level	13.23760	8.99723
Sex - male	1.76320	12.57007
Ethnicity - Black	21.65528	52.49941
Ethnicity - Indian	3.07320	35.51059
Intercept (without YRS)	5.74027	1.19860
Intercept (with YRS)	14.27494	5.63005

Pearson Goodness-of-Fit Chi Square = 1.909

Degree of Freedom = 6 P = .928

[a]Based on n=44

TABLE - 5

PROBABILITY OF A WHITE PERSON RECEIVING SPECIAL EDUCATION

AND VOCATIONAL RELATED SERVICES BY AFDC AND BY SEX

Characteristic	With YRS Services (in percent)	Without YRS Services (in percent)
Male		
No AFDC	.9981	.0000
AFDC	1.0000	.9999
Female		
No AFDC	.9403	.0000
AFDC	1.0000	.9999

The average parolee in this study was a white handicapped youth with 5.7 high school credits.

TABLE - 6

PROBABILITY OF A BLACK PERSON RECEIVING SPECIAL EDUCATION AND VOCATIONAL RELATED SERVICES BY AFDC AND BY SEX

Characteristic	With YRS Services (in percent)	Without YRS Services (in percent)
Male		
No AFDC	.0000	.0000
AFDC	.0000	.0000
Female		
No AFDC	.0000	.0000
AFDC	.0000	.0000

The profile for the parolee presented in this table is a black handicapped youth with an average of 5.7 high school credits.

TABLE - 7

PROBABILITY OF AN INDIAN PERSON RECEIVING SPECIAL EDUCATION AND VOCATIONAL RELATED SERVICES BY AFDC AND BY SEX

Characteristics	With YRS Services (in percent)	Without YRS Services (in percent)
Male		
No AFDC	.5342	.0000
AFDC	1.0000	.9999
Female		
No AFDC	.0337	.0000
AFDC	1.0000	.9975

The profile for the parolee presented in this table is an Indian youth with an average of 5.7 high school credits.

Impact of Youth Reentry Specialist Described

Project Accomplishments

Qualitative data are derived from anecdotal records maintained by the Youth Reentry Specialist (YRS) for each student in both the experimental and control groups and from the minutes of the YRS steering committee. The Exceptional Education Needs (EEN) YRS project is an innovative special education related service designed to assist the transition of handicapped juveniles from correctional institutions as they are released back into the educational community.

As a result of the EEN YRS project, there have been a number of new services offered to different groups of individuals.

Students The first and most obvious group is that of the EEN students themselves at the juvenile facility. As the YRS has worked with the EEN students, significant advantages were incorporated into their transitioning process.

The focal point of the YRS efforts on behalf of the student have been in terms of referring each student to the Director of Special Education responsible for the area in which the student will be released. In most cases (and whenever possible), the Director of Special Education has been informed prior to the students' release. This connection with the Director of Special Education is what affords the student a greater probability of success in the transitioning effort.

Making contact with the Director of Special Education to insure EEN services is the first priority, but there are other related agencies which the student has both been informed about and connected with when possible. It has been the normal procedure of the YRS to inform the student of job opportunities with the Job Training Partnership Act (JTPA), to explain the broad possibilities

of support and/or training available through the Directors of Vocational Rehabilitation (DVR), to encourage career pursuits via the Vocational/Technical Adult Education (VTAE) system and to seek a Vocational Education connection for the student via the Director of Special Education. Thus armed with information, encouragement and a formal referral to the special educational system, the student leaving corrections has a better chance for successful transitioning.

Dependent on the rapport between the YRS and the student, a goodly amount of counseling has occurred. This counseling has included everything from planning towards an academic future to helping a student deal with peer problems in the institutions. In addition, the YRS has assisted some students with study skills. As might be expected a large number of juveniles in corrections have little or no knowledge of good study habits.

There have been times when the YRS also assisted students in understanding and using the grievance procedure at Lincoln Hills School (LHS). Helping students to deal with the system which has incarcerated them in a manner which maintains their dignity and at the same time supports fairness and justice not only helps the student but also the student-YRS relationship.

Directors of Special Education

The second group of individuals served by the YRS has been the Directors of Special Education themselves. Initially the first service offered to them is to inform them that there is someone making contact on behalf of the student and is there to make the transition smoother and more relevant. Central to service of Directors of Special Education is the provision of sufficient and timely information to prepare adequate special education programs for students leaving LHS. They are sent a complete EEN file (that includes all previous M-teams, IEP's, annual evaluations and any history of testing or psychological reports that would have contributed to M-teams or annual reviews). The YRS makes specific recommendations regarding the student's needs based on conversations with the student, conferences with DOC personnel and review of student files.

In addition, the YRS has given some Directors of Special Education different background information on other agencies such as DVR, JTPA, and Vocational Education. In so doing, he has encouraged more inter-agency communication and cooperation about secondary work experience model programs than now present in Wisconsin.

After-care workers

A third group with whom the YRS has accomplished some new and good things has been the after-care workers (parole officers), both state and county. In dealing with the after-care/parole agents the YRS has:

1. informed them of his role in transitioning students
2. in-serviced them on the special EEN needs of the students served
3. raised their appreciation of the possibilities of service that might be offered students through greater interagency cooperation.
4. encouraged a greater EEN advocacy role on their part for the parolee with handicapping conditions.

Social Workers

Lincoln Hills social workers have been inserviced in regards to the EEN YRS project and as a consequence:

1. They have come to see the YRS efforts as complementary and supplementary to their own efforts.
2. Their awareness of the importance of EEN considerations when releasing a student has increased.

Parole Board

The Juvenile Offender Review Program (parole) board has been inserviced and advised of the appropriateness of different types of release settings in regards to EEN students. Their sensitivity to EEN concerns per se as well as the necessity of better transitioning procedures to meet student needs has been reinforced.

Department of Corrections Central Office

The DOC central offfice has benefitted in a number of ways. First, they are better informed as to the quality of EEN services currently provided to juveniles in the institution. Second, they have greater insight into how inter-disciplinary cooperation or the lack of it either contributes or detracts from the hope for juvenile rehabilitation. Third, the DOC central office has a clearer grasp of which local special education services and related services can be expected for returning juveniles and which cannot. Particularly, the DOC central office has a better view of how exiting juveniles with EEN handicaps are transitioned from Lincoln Hills School. Also, highlighted in the YRS project's findings are determinations as to how and to what extent services from Vocational Education, DVR, JTPA and the VTAE systems are supporting the released juveniles and how they are inter-facing with special education. Fourth, the DOC central office has had brought to its attention the issue of insufficent preparatory time before release and other issues related to the general transitioning process. The specific information derived from each of these perspectives should allow the DOC to begin addressing the types of changes which will enhance their transition efforts at correctional education .

Department of Public Instruction

The Department of Public Instruction (DPI) through representatives on the YRS Steering Committee has likewise benefitted from the YRS project. Not only have they, like the DOC representatives serving on the Steering Committee, been a tremendous resource for the project, but they have been the recipients of much information from one another and from the YRS regarding the types and quality of EEN services offered to handicapped students throughout the State of Wisconsin for the DOC parolee. In particular the information that has been reported will help the DPI to support and encourage what we have discovered is positive about

the way EEN services are provided to Lincoln Hills School parolees. The YRS information also allows the DPI to improve the areas that are weak or in need of attention. In addition, there are secondary vocational needs for EEN parolees that have been highlighted areas for DPI.

Other Agencies

Because of our discussions with state agency representatives from DVR, Voc Ed and JTPA, the following things have been accomplished:

1. Each of the agency heads has been made aware of our new transitioning program.
2. Their knowledge of and sensitivity to the specific needs/problems of handicapped parolees reentering society has been expanded.
3. Project staff has received extensive information from the state agency directors regarding their policies and funding procedures. This information was then disseminated to various groups with whom the YRS had significant contact, including Directors of Special Education and after-care agents.
4. Project staff has also discussed some possibilities for developing models of greater inter-agency cooperation.

Barriers

There have been a number of barriers to full and productive implementation of YRS services as conceived of in the original proposal.

Lack of Notice.

The first and foremost of these is a lack of notice afforded to the YRS that the student is leaving the juvenile facility. Under the interpretation of the present DOC regulation which requires a "least restrictive setting" in which a student is to be placed, juveniles are now being released from Lincoln Hills School as soon as they are deemed appropriate/ready for a less restrictive setting. Since the first function of the YRS is to contact the Director of Special Education in the area where the student is to be released and to refer

that student with full background information, a one and a half to two day notice provided to both the YRS and then subsequently to the Director of Special Education, which is all that is given at times, is hardly sufficient. The Directors of Special Education have argued reasonably that they should have anywhere from two to four weeks notice in order to adequately prepare for a special education student. To release special education students to situtations where they are not ready for them is to offer one of the following scenarios:

1. The student will be accepted at school but placed in regular education classes. Depending on the degree and kind of handicapping conditions, the student is being set up for frustration and failure. A special education student needs special education teachers and related services provided in a more timely manner.
2. A student who is "dumped" into the school district will find his/her-self waiting at home until records are sent and a special education evaluation can be made. This often results in an indefinite wait on the part of the student during which time the school connection is lost for the student and education is discontinued.
3. A student may be placed in temporary EEN classes and offered temporary EEN services until a proper M-team evaluation can be done on him/her. This is not always successful and may also result in student frustration and alienation.

None of the possible scenarios mentioned previously can at all compare with a placement when a student's records have been sent along with a referral to the Directors of Special Education. In this case the student arrives at a place where appropriate classes have been scheduled to his/her needs and all best efforts have been made for a smooth and helpful transition.

Lack of Juvenile Reentry Readiness Progress.

A second barrier to successful reentry to the community of handicapped

Lincoln Hills students is the lack of appropriate classroom and other preparation at the institution in the area of skills necessary for the student to successfully transition into special education and vocational programs in the community schools. Specifically, there is a lack of pre-vocational programs that could enhance the probability of the student meeting vocational requirements for the anticipated vocational education and community programs. There is a significant number of students who exit Lincoln Hills without the ability to tell time, without knowing the months of the year in order, without being able to perform adequately enough in the areas of math or reading to hold down many basic jobs.

Lack of Vocational Opportunities.

A third barrier to successful reentry for incarcerated students is the lack of vocational education programming available to them on "on the outside". There are many vocational education opportunities which are not available in some communities. Some communities simply do not have the personnel and resources to offer a broad range of vocational education opportunities.

Lack of Secondary Work Experience Programs.

A fourth barrier to successful reentry for correctional juveniles is the lack of secondary work experience programs that inter-face with Vocational Education and Special Education. Students without this kind of work experience programs available to them have the probability of the vocational success lowered considerably. This problem could be lessened dramatically through greater cooperation and shared programming among the schools (particularly Special Education), JTPA, DVR, Voc. Ed., and the VTAE system.

Lack of Parental Involvement.

A fifth barrier not often addressed enough is the lack of parental involvement or advocacy in the educational concerns of incarcerated handicapped youth. For the vast majority of our students parental involvement in the M-Team

or IEPs or annual reviews is simply something that doesn't occur. Without the parents involvement this role might fall to the juvenile's parole/after-care agent or to a parent-surrogate. Most often the after-care agents are working in a field of discipline that does not offer much familiarity with workings of and concerns of special education.

Recommendations

The major recommendation, given that the YRS has been effective during the first year of implementation, would be to continue funding the development of this project. It would be advantageous to work out the organizational difficulties associated with implementing this project before a final analysis is made about the efficacy and the efficiency of the YRS.

Another recommendation is that the juvenile facility consider a modification of their curriculum to include student reentry skills. The effectiveness of the YRS could be greatly enhanced if incarcerated students were more directly prepared for reentering the public school special education/vocational programs. Such a curriculum could focus on student transition needs (including prevocational programs) and on the student's motivational development so as to take advantage of public school programs once released from the institution.

A recommendation is also made to encourage Directors of Special Education to more fully utilize the vocational opportunities available to handicapped students both within the school setting and within the community. Once parolees with handicapping conditions are transitioned into special education programs, better awareness of and access to vocational education programs, DVR, PTPA, VTAE and work would increase the effectiveness of the YRS.

A final recommendation would be to encourage greater parental involvement in both institution and local special education programs. It has been observed that most juvenile parolees do not have their parents attending M-teams, IEP

meetings and annual evaluations. Whether this is true due to the lack of funds for transportation (generally the institutions are far removed from cities and home areas) or due to an inability to cope with the special education process or for some other reason, parents have not advocated effectively for their children in correctional institutions or in the public schools upon the EEN parolee's return to the public school.

APPENDIX A

Interagency Contract and Purchase Requisition

CORRESPONDENCE/MEMORANDUM

University of Wisconsin-Stout

Date: October 23, 1985 *File Ref:*

To: Julene Dunn
cc James W. Freer

From: Gene D. Kunes

Subject: Federal Grant #G008530055
Project #158GH50082

As you know, Lincoln Hills School, Div. of Corrections is a State Agency. I have now confirmed with System Administration Purchasing that CESA #10 is also a State Agency, therefore according to PRO-C-25 Intergovernmental Procurements and PRO-C-32 Grants & other Non Procurement Transactions, of the State Procurement Manual, obtaining services and materials from these two agencies is exempt from purchasing.

From a purchasing standpoint, the requesting department may proceed with this project without further involvement on our part.

Requisition No. 1506 is being returned for your use.

If you have any questions, please call.

Requisition Number: 1507

PURCHASE REQUISITION
University of Wisconsin-Stout

Purchase Order Number:

Suggested Vendor(s)

(1) Mr. William E. Smith, Assistant Superintendent
Lincoln Hills School Facility
Wisconsin Department of Corrections
Route 1, Box 96
Irma, WI 54442-9720

(2)

(3)

(4)

RECEIVED
OCT 21 1985
PRE-AUDIT DEPT.
UW-STOUT

SHIP TO:

Department:

Bldg. & Rm. #:

UNIVERSITY OF WISCONSIN - STOUT
Menomonie, WI 54751

Requested by:

Approved by: Stan Karcz

Date:

Account Code to be charged: 144-04-499GA

FOB-Dest. our dock / FOB-Shipping Pt.*	Terms: Net 30 days or	Delivery:	Inquiry #	Bulletin #

REFERENCE:

QUANTITY	UNIT	DESCRIPTION - including brand, size, color, etc.	Catalog Number	Commodity Code	Unit Price	Total
		The total amount of services requested from Lincoln Hills for the federal fiscal year (Sept. 1, 1985 to August 31, 1986) of this Grant #G008530055, Project # 158GH50082 are:				
		1. Clerical support during this time period for 260 hours @ $5.64 per hour, not to exceed				$ 1,466.50
		2. Fringe benefits for the clerical support position @ 18.7% x $1,466.50 for a maximum total of				274.50
		3. Postage/telephone @ $50/mo. x 12 mos.				600.00
		4. Photocopying/duplicating @ 50/mo. x 12 mos.				600.00
		As per agreement attached, the amount is not to exceed for the first fiscal year of this grant.				2,941.00 ✓
		Lincoln Hills is expected to submit a quarterly billing for actual costs at rates suggested in this purchase requisition. Contract purchases may begin as of September 1, 1985.				
		In addition, Lincoln Hills is expected to submit an itemized report along with their invoice to the Director of this project.				
					TOTAL	2,941.00

RECEIVED
For Pre-Audit Use Only
OCT 15 1985
UNIVERSITY OF WI-STOUT
UWS-ACCOUNTS PAYABLE

Name and Ext. of Contact Person: Stan A. Karcz, Ed.D. x2179

41

42

Requisition Number: 1506

PURCHASE REQUISITION
University of Wisconsin-Stout

Purchase Order Number:

Suggested Vendor(s)

(1) Mr. Gordon Clay, Administrator
Cooperative Educational Service Agency #10 (CESA #10)
725 West Park Avenue
Chippewa Falls, WI 54729

(2)

(3)

(4)

FUNDS

OCT 21 1985

PRE-AUDIT DEPT.
UW-STOUT

SHIP TO:

Department:

Bldg. & Rm. #:

UNIVERSITY OF WISCONSIN - STOUT
Menomonie, WI 54751

Requested by:

Approved by:

Date:

Account Code to be charged: 144-04-499GA

FOB-Dest. our dock / FOB-Shipping Pt.☆	Terms: Net 30 days or	Delivery:	Inquiry #	Bulletin #

REFERENCE:

QUANTITY	UNIT	DESCRIPTION - including brand, size, color, etc.	Catalog Number	Commodity Code	Unit Price	Total
		The total amount of services requested from CESA #10 for the federal fiscal year (Sept.1, 1985 to Aug. 31, 1986) of the Grant # G008530055, Project # 158GH50082 are:				
1.		A full time equivalent professional at an annual base of				$ 21,100.00
2.		Fringe benfits @ 30% x $21,100				6,330.00
3.		Clerical support of 260 hours @ $5.64 per hour, not to exceed				1,466.50
4.		Fringe benefits for the clerical support position @ 18.7% x $1,466.50 for a maximum total of				274.50
5.		Travel statewide @ $300 per month x 12 mos.				3,600.00
6.		Postage/telephone @ $20/mo x 12 mos.				240.00
7.		Photocopying/duplicating @ $20/mo x 12 mos.				240.00
8.		General consumable supplies @ $25/mo. x 12 mos.				300.00
9.		Resource materials not to exceed				250.00
		As per agreement attached, the amount is not to exceed for the first fiscal year of this grant. CESA #10 may seek reimbursement for one month advanced payment of the Youth Reentry Specialist. CESA #10 is expected to submit a monthly billing for actual costs or at rates suggested in this purchase requisition. In addition, CESA #10 is expected to submit an itemized report along with their invoice to the Director of this Project. Contract purchases may begin as of September 1, 1985.				33,801.00
				TOTAL		33,801.00

Name and Ext. of Contact Person: Dr. Stan A. Karcz x 2170

RECEIVED
OCT 15 1985
UWS-P-1-1/80

WISCONSIN GRANT APPLICATION NOTICE FORM

Department of Administration
Form FDA 50

ALL APPLICANTS MUST FILL OUT ITEMS (1) THROUGH (23) C - -C2

(1) Project Title: A Youth Re-entry Specialist Program for Released Incarcerated Youth With Handicapping Conditions

(2) Grant Notification Status
A [X] Original Submission B [ ] Resubmission or Revision
If B, Date of Previous Submission:

(3) Applicant Agency: DHSS/DOC

(4) Organizational Subunit: Lincoln Hills School

(5) Applicant Address (Street, City, State, Zip): P.O. Box 7925, Madison, WI 53707

(6) Applicant Contact Person: James Wickman Phone: (608) 266-3021

(7) Program No. (From Fed. Catalog): 84.158

(8) Program Title (From Fed. Domestic Assistance Catalog):

(9) Area of Impact (Counties, States): Lincoln Hills School in Irma, Wisconsin

(10) Type of Assistance
[ ] Grant a. ____ Formula b. ____ Discretionary [X] Contract [ ] Plan [ ] Other (Specify)

(11) PROGRAM FUNDING	
Federal	$ 2,772
Match	$
Non-State	$
State	$
GPR	$
PRO	$
SEG	$
Other	$
Total	$ 2,772

(12) Type of Application
[X] New [ ] Continuation [ ] Modification

(13) Estimated Date to be Submitted to Federal Agency. (Mo. Day, Yr.): September 1, 1985

(14) Projected Funding Date: September 1, 1985

(15) Project Duration (Mo./Yr.): Start: September 1, 1985 End: August 31, 1986

(16) Federal Funding Agency (Name, City, State): U.S. Dept. of Education Washington, D.C. 20202 Subcontract with: UW-Stout

(17) PROGRAM/PROJECT DESCRIPTION — Attach no more than 10 pages; see instructions for required data content. Number of pages attached: ____

(18) A-95 Review Required?
[ ] Yes [X] No

(19) Source of A-95 Requirement
[ ] Request for Proposal (RFP) [ ] Grantor Instruction Packet
[ ] Catalog of Fed. Domestic Asst. [ ] Federal Register

(20) If Review is Required by OMB Circular A-95, List the Clearinghouses to Which This Application was Sent, Including the State Clearinghouse:

Clearinghouses: 1. ____ 2. ____ 3. ____ 4. All Regional Clearinghouses ____ Notification Date ____

(21) Applicant Representative Name & Title
(Type) Linda Reivitz, Secretary
Dept. of Health & Social Services

(22) Signature

(23) Date Signed (Mo./Yr.): 8/1/85

STATE AGENCIES ONLY – FILL OUT ITEMS (24) THROUGH (29)

(24) Under Wis. Grant Review Delegation Agreement
[X] Yes [ ] No

(25) Allotment Data

	Appn	L-1
Federal		
State		

(26) POSITION FUND SOURCE (FULL-TIME EQUIVALENTS)

	GPR	SEG	PRO	FEDERAL	TOTAL
Existing					
New					

(27) Indirect Costs
[ ] Yes
[X] No Rate: Amount:

(28) Sent to Joint Committee on Finance
[ ] Yes [X] No

(29) Future State Commitment (Explain in Project Description)
[ ] Yes [X] No

DIVISION OF STATE EXECUTIVE BUDGET & PLANNING USE ONLY

State Agency No.	Date Rec'd - DOA	Sat. No.	Review Completion Date

CONTRACT

among

Wisconsin Division of Corrections (WDOC),
Cooperative Education Service Agency #10 (CESA #10),
and
Board of Regents, University of Wisconsin System
University of Wisconsin-Stout (UW-Stout)

REGARDING: The Youth Re-entry Specialist (YRS) Program for Released Incarcerated Youth with Handicapping Conditions Project #158GH50082
Grant #G008530055

Background

The Center for the Study of Correctional Education at University of Wisconsin-Stout located in Menomonie, Wisconsin, has received approval from the U.S. Department of Education for its project proposal entitled A Youth Re-entry Specialist Program for Released Incarcerated Youth with Handicapping Conditions.

The funding implications of this project for UW-Stout are that the Youth Re-entry Specialist (YRS) program budget has allocated funds to purchase:

a. Forty percent of Project Director's time for one year ($13,866) and fringe benefit of $3,605 (at 26%)
b. Ten hours of research assistance time per week for one year ($3,140) and fringe benefit of $405 (12.9%), and 500 hours of clerical time ($2,970) and fringe benefit of $300 (10.1%) for one year
c. Travel monies annually for the Project Director and research assistant(s) of $2,300, and for the advisory panel of $500
d. Monies for one year for telecommunications services, computer support services, and photocopying/duplicating services of $1,845
e. General consumable supply monies not to exceed $100 annually
f. Resource material monies not to exceed $250 annually

The funding implications of this project for CESA #10 are to purchase:

a. A full time equivalent professional at an annual base of $21,100 and fringe benefits of $6,330 (at 30%)
b. Clerical support of 260 hours at $5.64 per hour, not to exceed $1,466.50 annually, and a fringe benefit of $274.50
c. Travel statewide monies not to exceed $3,600 annually
d. Postage/telephone monies not to exceed $240 annually
e. Photocopying/duplicating monies not to exceed $240 annually
f. General consumable supply monies not to exceed $300 annually
g. Resource material monies not to exceed $250 annually

The funding implications of this project for WDOC are to purchase:

a. Clerical support of 260 hours at $5.64 per hour, not to exceed $1,466.50 annually, and a fringe benefit of $274.50 (at 18.7%)
b. Postage/telephone monies not to exceed $600 annually
c. Photocopying/duplicating monies not to exceed $600 annually

Further details of the contract between the U.S. Department of Education and the University of Wisconsin-Stout can be found in the project proposal.

I. This program has been approved for a two-year period from September 1, 1985, to August 31, 1987, with the actual funding to be determined yearly.

II. UW-Stout will assist CESA #10 with DOC input in developing a job description for the Youth Re-entry Specialist (YRS) program, consistent with the stated program's goals and objectives articulated in Appendix B of the proposal and consistent with existing Wisconsin Department of Public Instruction and WDOC regulations and procedures. Employment will be a cooperative effort by the three involved agencies.

A. Advertisements for this position will, at a minimum, be placed in major Wisconsin metropolitan newspapers including the Madison and the Milwaukee newspapers. In addition, the advertisement will be included in the NEW YORK TIMES.

B. Specific references within the advertisement will highlight that CESA #10 is an Equal Opportunity Employer.

III. University of Wisconsin-Stout will:

A. Provide a Project Director.

B. Facilitate, to the fullest extent possible, the employment of a candidate in adherance with affirmative action guidelines.

C. Work with DOC personnel to assist the YRS in his/her efforts to develop a working knowledge of the DOC.

D. Work with the CESA #10 Administrator and State public instruction personnel to assist the YRS to develop a working knowledge of the Wisconsin Department of Public Instruction Cooperative Educational Service Area (CESA) procedures relative to serving Exceptional Education Needs (EEN) and vocational needs of students.

E. Work with Department of Vocational Rehabilitation representatives to assist the YRS to develop a working knowledge of the local vocational rehabilitation needs for serving EEN students in vocational programs.

F. Work with Governor's Employment and Training Office (GETO) personnel to assist the YRS to develop a working knowledge of the locally administered GETO procedures to access JTPA funding.

G. Assist CESA #10, public instruction personnel, and other agency personnel to identify, develop, and coordinate funding sources for agency direct service providers.

H. Assist YRS in his/her efforts to support parole agents' efforts at transitioning EEN students from the institution into community schools.

I. Provide ongoing program supervision of the YRS through a technical assistance format.

J. Manage a control system for monitoring and evaluating student status and overall re-entry program.

1. Develop a utility-focused, collaborative evaluation design.
2. Identify program research issues, research methodologies, management information needs, six-month follow-up activities, data collection resources, data collection methodologies, data analysis procedures, report audiences, and report formats.
3. Provide computer support services to analyze the data.

K. Determine the legal options and funding opportunities available to continue the YRS program once the program has been completed.

L. Disseminate project information to interested parties.

M. Submit periodic progress reports (oral or written) of the YRS program to the advisory panel.

IV. The CESA #10 district will:

A. Be the hiring authority for YRS position and provide overall personnel supervision of that person.

B. Work with UW-Stout Project Director to obtain necessary technical assistance.

C. Participate in a policy-making steering committee for the YRS program.

D. With other program key decision makers, participate in the development of a utility-focused collaborative evaluation design for the purpose of determining program research issues, research methodologies, management information needs, six-month follow-up activities, data collection resources, data collection methodologies, data analysis procedures, report audiences, and report formats.

E. Support the YRS efforts in adhering to the articulated program objectives.

F. Aid in the determining of various categorical funding options and/or legislation required to continue and replicate the YRS program, support the Regional Service Network (RSN) concept, and support the necessary funding incentives for CESA programs.

G. Share information about this program to interested parties.

H. Provide the YRS with a mailbox, office space including a desk with a telephone, and access to a duplicating machine.

V. Wisconsin Division of Corrections will:

A. Support the project, i.e., aid in the development of the necessary strategies for the implementation of the project objectives.

B. Provide day-to-day supervision of the YRS when the YRS is working out of the Lincoln Hills School (LHS) office.

C. Coordinate technical assistance and overall program supervision/ monitoring with UW-Stout and CESA #10 district.

D. Participate in a policy-making committee for the YRS program.

E. Participate along with other program key decision makers in the development of a utility-focused collaborative evaluation designed for the purpose of determining program research issues, research methodologies, management information needs, six-month follow-up activities, data collection resources, data collection methodologies, data analysis procedures, report audiences, and report formats.

F. Support the YRS efforts in adhering to the articulated program objectives.

G. Aid in the determination of various categorical funding options and/or legislation required to continue and replicate the YRS program.

H. Share information about the YRS program with interested parties.

I. Provide a mailbox and office space including desk and telephone for the YRS at LHS.

J. Facilitate the sharing of student records of mutual clients with cooperating agencies. Access to student records will be consistent with Wisconsin state statutes (see Appendix A).

7-24-8/1h488

The parties of this agreement shall also adhere to the attached assurances and contract addendum.

Signatures:

Secretary
Department of Health and Social Services — Date: 8/11/85

Administrator
Wisconsin Division of Corrections — Date: 7-25-85

Administrator
CESA #10 — Date: 8-7-85

Board of Regents
University of Wisconsin System
University of Wisconsin-Stout — Date: 10/14/85

7-24-8/1h488

APPENDIX B

Job Description and Performance Objectives
for the
Youth Reentry Specialist Program

POSITION OPENING

YOUTH RE-ENTRY SPECIALIST
COOPERATIVE EDUCATIONAL SERVICE AGENCY #10
CHIPPEWA FALLS, WISCONSIN

TITLE: YOUTH RE-ENTRY SPECIALIST

AVAILABLE: SEPTEMBER 1, 1985

SALARY: $19,000 to $21,100 for 12 months

JOB LOCATION: LINCOLN HILLS SCHOOL
DIVISION OF CORRECTIONS
IRMA, WISCONSIN 54442

DESIRED QUALIFICATIONS: Master's Degree in School Counseling, School Social Work, School Psychology, or Vocational Education

MINIMUM QUALIFICATIONS: Bachelor's Degree with work related experience

RESPONSIBILITIES: There are three major responsibilities for this position. The first responsibility is to develop numerous agreements between Lincoln Hills School and various Cooperative Educational Service Agencies throughout Wisconsin for the purpose of transitioning youth from the DOC school back into the public school educational and vocational programs. The second responsibility is to work with students with handicapping conditions exiting Lincoln Hills School. Third responsibility is to assist in research design and in data collection activities with representatives from the Center for the Study of Correctional Education at University of Wisconsin-Stout.

To accomplish these tasks the Youth Re-entry Specialist must work closely with the following agencies: The Wisconsin Division of Corrections, Cooperative Educational Service Agencies, University of Wisconsin-Stout, community school agencies, county agents, Private Industry Councils, and others.

Extensive state-wide travel is a requirement for this position.

APPLICATIONS: Direct letters of application and list of three references to:

Mr. Gordon Clay
Coordinator, Cooperative Educational Service Agency #10
725 West Park Avenue
Chippewa Falls, WI 54729

DEADLINE: July 31, 1985

CESA #10 IS AN EQUAL OPPORTUNITY EMPLOYER

PERFORMANCE RESPONSIBILITIES
FOR THE
YOUTH REENTRY SPECIALIST

1. TO DEVELOP NUMEROUS AGREEMENTS BETWEEN LINCOLN HILLS SCHOOL (LHS) AND THE VARIOUS COOPERATIVE EDUCATION SERVICE AGENCIES (CESA'S) THROUGHOUT WISCONSIN FOR THE PURPOSE OF TRANSITIONING YOUTH FROM LHS BACK INTO PUBLIC EDUCATIONAL AND VOCATIONAL PROGRAMS.

2. TO WORK WITH STUDENTS WITH HANDICAPPING CONDITIONS LEAVING LHS.

3. TO ASSIST IN RESEARCH DESIGN AND IN DATA COLLECTION ACTIVITIES WITH REPRESENTATIVES FROM THE CENTER FOR THE STUDY OF CORRECTIONAL EDUCATION AT UW-STOUT.

1. THE YRS IS EXPECTED:

A-E. TO DEVELOP A WORKING KNOWLEDGE OF VARIOUS SETS OF RULES AND REGULATIONS GOVERNING THOSE AGENCIES RELATING TO RELEASED LHS STUDENTS, E.G. DOC, CESA, DVR, GETO.

F. TO DEVELOP A POSITIVE WORKING RELATIONSHIP WITH DOC STAFF, CESA COORDINATOR, AND THE DIRECTOR OF SPECIAL EDUCATION.

G. TO REVIEW M-TEAM EVALUATION REPORTS AND INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S) FOR THE PURPOSE OF BECOMING ACQUAINTED WITH THE STUDENT'S LONG-TERM NEEDS AND GOALS.

H. TO DETERMINE THE ASSIGNED PAROLE AGENTS RESPONSIBLE FOR THE STUDENT UPON HIS/HER RELEASE FROM LHS.

I. TO MEET WITH THE ASSIGNED PAROLE AGENT SO AS TO DETERMINE THE DOC TRANSITION PROCEDURES FOR ENROLLING AN EEN INMATE INTO ALTERNATIVE SCHOOLS AND SUBSEQUENT CESA: VOCATIONAL EDUCATION/VOCATIONAL REHABILITATION/GETO PROGRAMS.

J. TO ASSIST THE PAROLE AGENT IN RELATING TO THE PUBLIC SCHOOL.

K. TO DEVELOP EEN INMATE PROFILES FROM THE INMATES IEP'S AND FROM THE M-TEAM'S EVALUATION REPORTS.

L. TO OUTLINE POTENTIAL STATE AGENCY FUNDING SOURCES AVAILABLE TO CESA'S.

M. TO DEVELOP INSERVICE MATERIALS REGARDING THE DETERMINED REENTRY PROCEDURES.

N. TO DEVELOP INSERVICE MATERIALS REGARDING THE EEN/ VOCATIONAL NEEDS OF INMATES.

O. TO IDENTIFY EDUCATIONAL AND VOCATIONAL RESOURCES WITHIN THE COMMUNITY FOR STUDENT USE.

2. THE YRS IS EXPECTED:

   A. TO WORK DIRECTLY WITH PAROLE OFFICERS, COUNTY AGENTS, AND PARENTS FOR THE PURPOSE OF PROVIDING TECHNICAL ASSISTANCE ABOUT THE TRANSITIONING PROCEDURES REQUIRED FOR SUCCESSFUL PUBLIC SCHOOL ACCESS.

   B. TO WORK DIRECTLY WITH STUDENTS WITH HANDICAPPING CONDITIONS LEAVING LHS TO THE EXTENT NECESSARY.

3. THE YRS IS EXPECTED:

A. TO PARTICIPATE IN A COLLABORATIVE RESEARCH DESIGN WHICH IS UTILITY FOCUSED.

B. TO ASSIST IN THE DEVELOPMENT OF A MANAGEMENT INFORMATION SYSTEM (MIS) FOR THE YRS PROGRAM.

C. TO ASSIST IN THE DEVELOPMENT OF AN EVALUATION PROGRAM DETERMINING THE STATUS OF STUDENTS INVOLVED IN THE REENTRY PROCESS.

D. TO ASSIST IN ASSESSING THE EFFICIENCY OF THE YRS PROGRAM.

E. TO ASSIST IN DEVELOPMENT OF ADJUSTMENT PROCEDURES.

F. TO MONITOR STUDENT PROGRESS IN THE EDUCATIONAL SETTING THROUGH THE PAROLE AGENT TO ASSURE STUDENTS ARE RECEIVING EDUCATIONAL SERVICES.

G. TO CONFIRM THAT STUDENTS HAVE BEEN ENROLLED IN CESA PROGRAMS AND THAT STUDENTS HAVE ALSO BEEN ENROLLED IN APPROPRIATE SPECIAL EDUCATION/VOCATIONAL EDUCATION/VOCATIONAL REHABILITATION/GETO PROGRAMS.

APPENDIX D

Grant Evaluation Instrument

PROJECT NUMBER_____
(A first digit of 0 indicates control group)

LINCOLN HILLS SCHOOL

YOUTH REENTRY SPECIALIST PROJECT

Demographic Data
(Form A)

Student's Name_____
(Last) (First) (MI)

Date Interviewed_____

1-A _____ _____ _____Student Social Security Number

2-A _____-J Student Institution Number

*3-A _____ Date of Birth

*4-A _____ Gender: 1 = Female; 2 = Male

*5-A _____ Ethnicity: 1 = Black (not of Hispanic origin)
2 = Asian or Pacific Islander (includes Indian subcontinent)
3 = Hispanic (Mexican, Puerto Rican, Cuban, other Spanish culture)
4 = American Indian or Alaskan native
5 = White (not of Hispanic origin)

*6-A_____ Family Income Level: 1 = AFDC; 2 = NO AFDC

* Data required to determine effectivenessof Youth Reentry Specialist (YRS) Project. All other data are part of the management information system for the YRS Project.

PROJECT NUMBER_____

LINCOLN HILLS SCHOOL
YOUTH REENTRY SPECIALIST PROJECT

Preadmission Data
(Form B)

Name of Sending School_____

7-B_____CESA District Number

8-B_____Prior enrollment in EEN Program (1 to 8 weeks):
1 = yes; 2 = no

9-B_____Were prior EEN support and/or related services received:
1 = yes; 2 = no (If yes, mark the appropriate services listed below [9-B.1 thru 9-B.12] with "X")

9-B.1 ____Transportation
9-B.2____Speech/Audio
9-B.3____Psychological
9-B.4____PT/OT
9-B.5____Recreation
9-B.6____Disability and/or other assessments
9-B.7____Counseling (outside school)
9-B.8____Medical Service for diagnoses/evaluations
9-B.9____School Health
9-B.10____Social Work (outside School)
9-B.11____School Social Work
9-B.12____Parent Counseling & Training

10-B_____Last grade completed

*11-B_____Was student retained: 1 = Retained one or more years
2 = Not retained

*12-B_____Attendance (% of days enrolled in classes during last educational [fall or spring] term):
1 = 90% or more
2 = Less than 90%
3 = No information available

*13-B_____Behavior aspects during last (fall or spring) term:
1 = Two or more suspensions and/or expulsions per semester
2 = One or less suspensions and/or expulsions per semester
3 = No information available

14-B_____Living situation prior to LHS admission:
1 = Parent/relative
2 = Group home
3 = Foster care
4 = Child caring institution
5 = Independent living
6 = Runaway status
7 = Drug treatment center
8 = State mental health facility
9 = Hospital treatment center
10 = Adult/juvenile correctional inst.
11 = Jail/secured detention
12 = Shelter
13 = State agency residence

PROJECT NUMBER_____

LINCOLN HILLS SCHOOL
YOUTH REENTRY SPECIALIST PROJECT

School/Work Data (while in LHS)
(Form C)

*15-C _____ Indicate program in which student participated:
1 = Senior High 3 = GOAL Program
2 = Junior High 4 = Marathon

16-C _____ NCTI Participation: 1 = yes; 2 = no

*17-C _____ Industrial or vocational education participation:
1 = yes; 2 = no

18-C _____ Were EEN support and/or related services received:
1 = yes; 2 = no (if yes, mark the appropriate services listed below [18-C.1 thru 18-C.12] with an "X")

18-C.1 _____ Transportation
18-C.2 _____ Speech/Audio
18-C.3 _____ Psychological
18-C.4 _____ PT/OT
18-C.5 _____ Recreation
18-C.6 _____ Disability and/or other assessments
18-C.7 _____ Counseling (outside School)
18-C.8 _____ Medical Service for diagnoses/evaluations
18-C.9 _____ School Health
18-C.10 _____ Social Work (outside school)
18-C.11 _____ School Social Work
18-C.12 _____ Parent counseling and training

19-C _____ Number of security cottage placements

20-C _____ Recidivist (more than one prior admission to EAS-Wales or LHS):
1 = yes; 2 = no

*21-C _____ Number of high school credits completed

22-C _____ GED completed: 1 = yes; 2 = no

23-C _____ High school diploma completed: 1 = yes; 2 = no

24-C _____ Behavior aspects during last (fall or spring) term:
1 = Two or more suspensions and/or expulsions per semester
2 = One or less suspensions and/or expulsions per semester
3 = No information available

25-C _____ Work performance (if applicable):
1 = Below average 2 = Average 3 = Above average

25-C.1 _____ Starts work on time without prompting
25-C.2 _____ Uses time wisely; takes care of equipment
25-C.3 _____ Follows directions; needs little supervision
25-C.4 _____ Good attitude; enjoys work
25-C.5 _____ Gets along well with other workers and staff

PROJECT NUMBER_____

LINCOLN HILLS SCHOOL
YOUTH REENTRY SPECIALIST PROJECT

Post-Release Data
(Form D)
(To be completed every three months during post-release period)

*26-D ___/___/___ Date student left Lincoln Hills School

*27-D _____ Did student receive Youth Reentry Services: 1 = yes; 2 = no

28-D _____ Did student enroll in school: 1 = yes; 2 = no
(Refers to grades Jr. High through grade 12)

28-D.1 _____Public School 1 = yes; 2 = no
28-D.2 _____Non-public school 1 = yes; 2 = no
28-D.3 _____If yes to 28-D please provide name and address
(if no go to 37-D)
Name _____

Address _____

29-D ___/___/____Date student began school attendance

30-D _____Did student return to the same school attended prior to LHS:
1 = yes; 2 = no

*31-D_____Is student currently enrolled in EEN or special education program: 1 = yes; 2 = no

32-D_____Were EEN support and/or related services received:
1 = yes; 2 = no (if yes, mark the service listed below [32-D.1 through 32-D.12] with an "X")
(Please mark only those services found on EEN Individual Education Plan [IEP])

32-D.1 _____Transportation
32-D.2 _____Speech/Audio
32-D.3 _____Psychological
32-D.4 _____PT/OT
32-D.5 _____Recreation
32-D.6 _____Disability and/or other Assessments
32-D.7 _____Counseling (outside school)
32-D. 8 _____Medical Service for diagnoses/evaluation
32-D. 9 _____School Health
32-D.10 _____Social Work (outside school)
32-D.11 _____School Social work
32-D.12 _____Parent counseling and training

33-D _____Attendance (% of days in class since enrollment date):
1 = 90% or more
2 = Less than 90%
3 = No information available

34-D _____Behavior aspects during last (fall or spring) term:
1 = Two or more suspensions/expulsions per semester
2 = One or less suspension/expulsion per semester
3 = No information available

PROJECT NUMBER_____

Post-Release Data
(Form D Continued)

35-D _____Number of high school credits completed

36-D _____High School diploma received: 1 = yes; 2 = no

*37-D _____Did student receive DVR services: 1 = yes; 2 = no

*38-D _____Did student enter JTPA Program: 1 = yes; 2 = no

*39-D _____Did student enter VTAE Program: 1 = yes; 2 = no

*40-D _____Did student enter post secondary training or education program (other than VTAE): 1 = yes; 2 = no

*41-D _____Did student enter GED Program: 1 = yes; 2 = no

42-D _____GED completed: 1 = yes; 2 = no

*43-D _____Did student enter County Employment Program: 1 = yes; 2 = no

*44-D _____Living Status:
1 = Parent/Relative
2 = Group home
3 = Foster care
4 = Child caring instituition
5 = Independent living
6 = Runaway status
7 = Drug treatment center
8 = State mental health facility
9 = Hospital treatment ctr.
10= Adult/juvenile correction facility
11= Jail/secured detention
12= Shelter
13= State agency residence

*45-D _____ Is student living in same community as prior to LHS admission: 1 = yes; 2 = no

46-D _____Is student working: 1 = yes; 2 = no
If yes, complete items 47-D thru 52-D; if no go to item 52-D)

47-D _____Nature of work: 1 = Part time; 2 = Full time; 3 = Seasonal

48-D _____Number of weeks employed since LHS release date

49-D _____Was job-seeking training obtained: 1 = yes; 2 = no

50-D _____Was job-keeping training obtained: 1 = yes; 2 = no

51-D _____Work performance (if applicable):
1 = Below average 2 = Average 3 = Above average

51-D.1 _____Starts work on time without prompting
51-D.2 _____Uses time wisely; takes care of equipment
51-D.3 _____Follows directions; needs little supervision
51-D.4 _____Good attitude; enjoys work
51-D.5 _____Gets along well with other workers and staff

52-D _____Recidivist (returned to juvenile institution): 1 = yes; 2 = no

PROJECT NUMBER_____

LINCOLN HILLS SCHOOL
YOUTH REENTRY SPECIALIST PROJECT

Post-Release Data
(Form E)
(To be completed during first three months of post-release period)

RSN/Special Education Director Involvement

53-E_____Did RSN provide resource information: 1 = yes; 2 = no

54-E_____Did director of special education assist in transition activities:
1 = yes; 2 = no

Post-Release Agent/Parent Involvement

55-E_____Did post-release agent/parent enroll student in program:
1 = yes; 2 = no

56-E_____Did post-release agent/parent participate in M-Team conference:
1 = yes; 2 = no

57-E_____Did post-release agent/parent participate in IEP conference:
1 = yes; 2 = no

58-E_____Did post-release agent/parent plan to participate in annual evaluation: 1 = yes; 2 = no

59-E_____Did post-release agent/parent obtain copy of due process procedure handbook: 1 = yes; 2 = no

YRS Involvement

60-E_____Were school records sent to receiving school:
1 = yes; 2 = no; 3 = not applicable

61-E_____Were school records sent to post-release agent:
1 = yes; 2 = no 3 = not applicable

62-E_____Is post-release agent county or state personnel:
1 = County; 2 = State

63-E_____Did post-release agent receive technical assistance by YRS:
1 = yes; 2 = no

64-E_____Was contact made with the director of special education:
1 = yes; 2 = no; 3 = not applicable

65-E_____Was student transported by YRS: 1 = yes; 2 = no

66-E_____Did YRS counsel student: 1 = yes; 2 = no

APPENDIX E

YRS Strategy Worksheets

Table 1

YOUTH REENTRY SPECIALIST PROGRAM DESCRIPTION

TASK #2: To develop a job description for the youth reentry specialist consistent with the stated program goals and consistent with existing Wisconsin Department of Public Instruction and Wisconsin Division of Corrections regulations and procedures. The following are the suggested program goals for the Youth Reentry Specialist (YRS):

PROGRAM GOAL: To increase the percentage of previously incarcerated youth or young adults with handicapping conditions who are reentering school and/or job programs.

OBJECTIVE (what)	COMPONENT (more specific what)
2.1. To develop a working knowledge of various agency regulations and procedures.	2.1.1. To develop a working knowledge of DOC administrative regulations and of their special education procedures.
	2.1.2. To develop a working knowledge of the Wisconsin Public Instruction Cooperative Education Service Area (CESA) procedures relative to serving Exceptional Education Needs (EEN) students.
	2.1.3. To develop a working knowledge of the Wisconsin Public Instruction CESA procedure relative to serving the vocational needs of students.
	2.1.4. To develop a working knowledge of the local vocational rehabilitation procedured for serving EEN students or for serving EEN students in vocational rehabilitation programs.
	2.1.5. To develop a working knowledge of the locally administered Governor's Employment and Training Office (GETO) procedures related to CESA programs.

Table 1 (Continued)

OBJECTIVE (what)	COMPONENT (more specific what)
2.2. To develop and maintain ability to consult effectively about model special education and vocational programming needs of EEN former inmates to the various agency service providers.	2.2.1. To develop a positive working relationship with DOC staff, CESA coordinator, and the director of special education.
	2.2.2. To review multidisciplinary team evaluation reports and Individualized Education Programs (IEP) for purpose of becoming acquainted with the student's long-term needs and goals.
2.3. To develop and maintain an ability to recommend program or service appliction procedures, time lines, and categorical funding sources for each of the agency direct service providers.	
2.4. To develop a working relationship with key agency representatives within the DOC institution, with the parole agent, with the CESA coordinator, Director of Special Education, and the Regional Service Network (RSN) Coordinator.	
2.5. To support parole agents in their effortrs to transition EEN inmates from the institution, through alternate schools, to CESA programs.	2.5.1. To determine the assigned parole agent responsible for the student upon release from the institution.
	2.5.2. To meet with the assigned parole agent so as to determine the DOC transition procedures for enrolling an EEN inmate into the parole-administered alternative school and afterwards for entering the CESA: vocational education/vocation rehabilitation/GETO.

Table 1 (Continued)

OBJECTIVE) (what)	COMPONENT (more specific what)
	2.5.3. To assist the parole agent in relating to the public schools.
	2.5.4. To develop EEN inmate profiles from the DOC's EEN teacher summary evaluation report (in lieu of IEP and annual evaluations) and from school personnel (teacher) verbal comments.
	2.5.5. To monitor student progress in the educational setting through the parole agent to assure that student is receiving special education services.
2.6. To assist Directors of Special Education (DSE) to adequately prepare special education and vocational education/vocational rehabilitation/GETO programs for the EEN former inmate.	2.6.1. To outline potential state agency categorial programs and funding sources available to the local educational agency (CESA)
	2.6.2. To confirm that student has been enrolled in special education program and that the student has been referred for special education/vocational education/vocational rehabilitation/ GETO programs.
2.7. To obtain written agreements from Madison, Milwaukee and Green Bay special education program providers who provide services to numberous EEN former inmates.	
2.8. To assist the project director in the development of a system for monitoring the status of students involved in the reentry process.	
2.9. To monitor (once monitoring system is developed) the status of students involved in the reentry process.	

Table 1 (Continued)

OBJECTIVE (what)	COMPONENT (more specific what)
2.10. To monitor the extent to which the reentry project objectives are being met.	
2.11. To evaluate the extent to which the vocational and special education needs of the student are being met.	
2.8 To evaluate the efficacy of the various reentry project procedures.	
2.13. To adjust the various reentry procedures based on the feedback provided through the monitoring activities and provided by the evaulation activities.	
2.9 To provide an ongoing consultation with parole agents, juvenile court representatives, natural parents, foster parents, community service providers, and public school personnel regarding the EEN/vocational needs of former inmates and regarding reentry procedures.	2.9.1. To develop inservice materials regarding the EEN/vocational needs of juvenile inmates.
	2.9.2. To develop inservice materials regarding the established reentry procedures.
	2.9.3. To identify educational and vocational community resources for student use.
2.10. To develop and conduct workshops for parole agents, school teachers, voctional rehabilitation personnel, and GETO personnel.	2.10.1. To develop and conduct workshops regarding the EEN/vocational needs of juvenile inmates.
	2.10.2. To develop and conduct workshops regarding the established reentry procedures.
2.11. To develop a reporting procedure for key decision makers involved in the reentry process including but not limited to the Wisconsin Division of Correction's principal of the juvenile school at Lincoln Hills, to the coordinator at CESA #6, nor to the director of this project.	

Table 1 (Continued)

OBJECTIVE (what)	COMPONENT (more specific what)
2.11. To determine Division of Corrections (DOC) curriculum recommendations in areas of special education and vocational education via IEP for the receiving Special Education Director.	
2.18. To determine the various agency regulations, procedures, and funding mechanisms involved in the provision of direct services for the transitioning of EEN inmates.	
2.19. To develop an inservice strategy regarding 2.18 for the direct service providers.	

PROGRAM OBJECTIVE (what) — OBJECTIVE: 1.1. To assist CESA 10 (which would act as the school administrative district for the youth reentry specialist) in hiring a Division of Corrections acceptable candidate - preferably a minority person.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 1.1.1. To actively involve both the CESA 10 administrator and the Lincoln Hills Principal in the hiring-firing process for the YRS

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
1.1.1.-1. To support the CESA 10 school hiring/firing practices.	1.1.1.-1.1. To participate in the job-search process	1.1.1.-1.1.1. To extent that a DOC acceptable minority person can be hired.	1.1.1.-1.1.1.-1. Director of project.	1.1.1.-1.1.1.-1.1. During first month of project
	1.1.1.-1.2. To participate in the job interview process.	1.1.1.-1.2.1. Through conclusion of interview	1.1.1.-1.2.1.-1. CESA 10 administrator and selected staff.	1.1.1.-1.2.1.-1.1. During foruth week
			1.1.1.-1.2.1.-2. Director of Project	1.1.1.-1.2.1.-2.1. During the fourth week.
	1.1.1.-1.3. To maintain program supervision once YRS is hired.	1.1.1.-1.3.1. Ongoing and with weekly contact with YRS	1.1.1.-1.3.1.-1. Director of Project	1.1.1.-1.3.1.-1.1. Ongoing
	1.1.1.-1.4. To provide support to CESA 10 administrator for day-to-day supervision activities and for year-end evaluation.	1.1.1.-1.4.1. To prepare form for evaluation and collect data for evaluation.	1.1.1.-1.4.1.-1. Director of Project	1.1.1.-1.4.1.-1.1. Ongoing

PROGRAM OBJECTIVE (what) — OBJECTIVE: 1.1. (Continued) To assist CESA 10 (which would act as the school administrative district for the youth reentry specialist) in hiring a Division of Corrections acceptable candidate - preferably a minority person.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 1.1.1. (Continued) To actively involve both the CESA 10 administrator and the Lincoln Hills Principal in the hiring/firing process for the YRS

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
1.1.1.-2. To obtain a list of YRS acceptable candidates from the Lincoln Hills Principal and DOC central office.	1.1.1.-2.1. To preview candidates with Lincoln Hills and DOC central office staff.	1.1.2.-1.1.1. To the extent a criteria for fair treatment is established and followed.	1.1.1.-2.1.1.-1. Principal Lincoln Hills	1.1.1.-2.1.1.-1.1. During the fourth week
			1.1.1.-2.1.1.-2 DOC Central Office	1.1.1.-2.1.1.-2.1. During the fourth week
			1.1.1.-2.1.1.-3 Director of project	1.1.1.-2.1.1.-3.1. During the fourth week
1.1.1.-3.To review and make adjustments for the personnel policies of both CESA 10 and the Wisconsin DOC.	1.1.1.-3.1. To review policies and practices of both CESA 10 and Wisconsin DOC.	1.1.1.-3.1.1. To obtain and review copies of statutes, regulations, and union contract procedures for both agencies.	1.1.1.-3.1.1.-1. CESA 10 administrator	1.1.1.-3.1.1.-1.1. During first two weeks
			1.1.1.-3.1.1.-2. Lincoln Hills principal	1.1.1.-3.1.1.-2.1. During first two weeks
			1.1.1.-3.1.1.-3. DOC central office	1.1.1.-3.1.1.-3.1. During first two weeks
			1.1.1.-3.1.1.-4 Director of this project	1.1.1.-3.1.1.-4.1. During first two weeks
	1.1.1.-3.2. To seek agreement for contract terms between the school and DOC.	1.1.1.-3.2.1. Submit proposed contract to legal department in both agencies.	1.1.1.-3.2.1.-1 DOC legal staff	1.1.1.-3.2.1.-1.1. During second and third week
			1.1.1.-3.2.1.-2 CESA 10 legal staff	1.1.1.-3.2.1.-2.1. During second and third week
			1.1.1.-3.2.1.-3 Possibly state attorney ofc.	1.1.1.-3.2.1.-3.1. During 4th to 6th week of project

PROGRAM OBJECTIVE (what)	OBJECTIVE:	1.1.	To assist CESA10 (which would act as the school administrative district for the youth reentry specialist) in hiring a Division of Corrections acceptable candidate--preferably a minority person.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE:	1.1.2.	To actively recruit a minority person for the position of Youth Re-entry Specialist.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
1.1.2.-1. By actively pursuing minority candidates for this position.	1.1.2.-1.1. Contact representatives from the State Offices of Public Instruction and from the Division of Corrections for YRS job candidates.	1.1.2.-1.1.1. To extent that job announcements are made available for all possible interested candidates.	1.1.2.-1.1.1.-1. Wisconsin Public Instruction key personnel (primarily in special education or vocational education offices).	1.1.2.-1.1.1.-1.1. Within the first month of the project.
			1.1.2.-1.1.1.-2. Division of Corrections key personnel.	1.1.2.-1.1.1.-2.1. Within the first month of the project.
	1.1.2.-2.1. Advertise in major Wisconsin and New York metropolitan newspapers, including Milwaukee, Madison and New York Times.	1.1.2.-2.1.1. Obtain advertisement clippings from the various newspapers.	1.1.2.-2.1.1.-1. Major Wisconsin newspapers.	1.1.2.-2.1.1.-1.1. Within the first week of the project.
			1.1.2.-2.1.1.-2. New York Times.	1.1.2.-2.1.1.-2.1. Within the first week.
	1.1.2.-3.1. Specify preference will be given to minority candidate in job announcement.	1.1.2.-3.1.1. Each job announcement will highlight the need for minority candi-	1.1.2.-3.1.1.-1. Project Director.	1.1.2.-3.1.1.-1.1. Within the first week.

PROGRAM OBJECTIVE (what) OBJECTIVE: 1.1. (Continued) To assist CESA 10 (which would act as the school administrative district for the youth reeentry specialist) in hiring a Division of Corrections acceptable candidate--preferably a minority person.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 1.1.2. (Continued) To actively recruit a minority person for the position of Youth Reentry Specialist.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	1.1.2.-4.1. Advertise in University of Wisconsin system, and Howard University system.	1.1.2.-4.1.1. Forward job announcements to placement offices; education offices, and human service offices to the selected universities.	1.1.2.-4.1.1.-1. Project director.	1.1.2.-4.1.1.-1.1. Within the first week.

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.1. To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 2.1.1. To develop a working knowledge of Division of Corrections (DOC) administrative regulations and of their special education procedures.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.1.-1. By obtaining copies of state statutes, regulations, program guidelines, and program application procedures from the DOC's representatives.	2.1.1.-1.1. Visit DOC regional offices and request these materials.	2.1.1.-1.1.1. Determine if a complete set of published information has been obtained for WDOC.	2.1.1.-1.1.1.-1 Use available regional offices determined from either local direct service providers or from the state agency directory or Madison telephone directory.	2.1.1.-1.1.1.-1.1. Within first three months.
	2.1.1.-1.2. Contact the Secretary of State's office for specific titles of officially filed agency regulations if unknown or unavailable at regional office.	2.1.1.-1.2.1. Ascertain whether requested titles were provided.	2.1.1.-1.2.1.-1. Wisconsin Secretary of State's office.	2.1.1.-1.2.1.-1.1. Within first three months.
	2.1.1.-1.3. Request either telephone directory for state capital area (Madison, Wisconsin) or request state directory of state agencies.	2.1.1.-1.3.1. Ascertain whether either directory has been received.	2.1.1.-1.3.1.-1. From either Wisconsin General Telephone Co. or state office (possibly General Services).	2.1.1.-1.3.1.-1.1. Within first three months.
	2.1.1.-1.4. Draft request for specific set of regulations to DOC representative.	2.1.1.-1.4.1. Note response to requests.	2.1.1.-1.4.1.-1. Request information from Director of Juvenile Education, Bureau of Program Resources.	2.1.1.-1.4.1.-1.1. Within first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.1. (Continued) To develop a working knowledge of Division of Corrections (DOC) administrative regulations and of their special education procedures.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.1.-2. By reading and studying the appropriate DOC statutes, regulations, guidelines, procedures.	2.1.1.-2.1. Survey materials to develop an outline or overview of DOC authority to provide services for EEN inmates.	2.1.1.-2.1.1. Have copies of DOC materials available as references.	2.1.1.-2.1.1.-1. DOC references.	2.1.1.-2.1.1.-1.1. Within the second three-month period.
		2.1.1.-2.1.2. Keep DOC materials current.	2.1.1.-2.1.2.-1. Need appropriate shelf space.	2.1.1.-2.1.2.-1.1. Ongoing beginning the fourth month of the project.
	2.1.1.-2.2. Constantly refer to DOC policies and procedures to determine acceptable reentry practices.	2.1.1.-2.2.1. Prepare an outline of key legal authority references for direct service provision.	2.1.1.-2.2.1.-1. DOC references.	2.1.1.-2.2.1.-1.1. Within the second three-month period.
		2.1.1.-2.2.2. Be able to discuss intelligently the implications of these authorities for current program development and for possible program development.	2.1.1.-2.2.2.-1. With DOC personnel and with other direct service providers.	2.1.1.-2.2.2.-1.1. Ongoing beginning the fourth month of the project.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued)	To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.1. (Continued)	To develop a working knowledge of Division of Corrections (DOC) administrative regulations and of their special education procedures.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.1.-2.2.3. Likewise, be able to discuss intelligently the unaddressed direct service issues, thereby also being mindful of the legal constraints to programming.	2.1.1.-2.2.3.-1. With DOC personnel and with other direct service providers.	2.1.1.-2.2.3.-1.1. Ongoing beginning the fourth month of the project.
	2.1.1.-2.3. Seek assistance from the principal at the DOC institution (Lincoln Hills) and of the DOC representatives in clarifying these procedures.	2.1.1.-2.3.1. Be able to resolve ambiguous issues and/or refer unresolved issues to director.	2.1.1.-2.3.1.-1. With principal and/or director of project.	2.1.1.-2.3.1.-1.1. Ongoing as needed.
	2.1.1.-2.4. Refer unresolved or unclear issues to the director of the project.	2.1.1.-2.4.1. Discuss unresolved issues and/or unclear issues during regular contact periods with director.	2.1.1.-2.4.1.-1. With director of project.	2.1.1.-2.4.1.-1.1. During biweekly conferences.

PROGRAM OBJECTIVE (what) — OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 2.1.1. (Continued) To develop a working knowledge of Division of Corrections (DOC) administrative regulations and of their special education procedures.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.1.-2.4.2. Highlight important issues needing resolution by drafting a statement of concern and suggested resolution (if known) in a memo to director and/or call director of project.	2.1.1.-2.4.2.-1. Secretary.	2.1.1.-2.4.2.-1.1. Ongoing as needed.
			2.1.1.-2.4.2.-2. Office supplies and postage.	2.1.1.-2.4.2.-2.1. Ongoing as needed.
			2.1.1.-2.4.2.-3. Telephone communication.	2.1.1.-2.4.2.-3.1. Ongoing as needed.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.2. To develop a working knowledge of the Wisconsin Department of Public Instruction Cooperative Educational Service Area (CESA) procedures relative to serving Exceptional Education Needs (EEN) students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.2.-1 By obtaining copies of state statutes, regulations, program guidelines, and program application procedures from the Wisconsin Department of Public Instruction (WDPI), Division for Handicapped Children and Pupil Services representative.	2.1.2.-1.1. Visit WPI regional offices and request these materials.	2.1.2.-1.1.1. Determine if a complete set of published information has been obtained for WDPI.	2.1.2.-1.1.1.-1. Use available regional offices determined from either local direct service providers or from the state agency directory or Madison telephone directory.	2.1.2.-1.1.1.-1.1. Within first three months.
	2.1.2.-1.2. Contact the Secretary of State's office for specific titles of officially filed agency regulations if unknown or unavailable at regional office.	2.1.2.-1.2.1. Ascertain whether requested titles were provided.	2.1.2.-1.2.1.-1. Wisconsin Secretary of State's office.	2.1.2.-1.2.1.-1.1. Within first three months.
	2.1.2.-1.3. Request either telephone directory for state capital area (Madison, Wisconsin) or request state directory of state agencies.	2.1.2.-1.3.1. Ascertain whether either directory has been received.	2.1.2.-1.3.1.-1. From either Wisconsin General Telephone Co. or state office (possibly General Services).	2.1.2.-1.3.1.-1.1. Within first three months.
	2.1.2.-1.4. Draft request for specific set of regulations to DOC representatives.	2.1.2.-1.4.1. Note response to requests.	2.1.2.-1.4.1.-1. Request information from Director of Juvenile Education, Bureau of Program Resources.	2.1.2.-1.4.1.-1.1. Within first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued)	To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.2. (Continued)	To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving EEN students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.2.-2. By reading and studying the appriate WDPI statutes, regulations, guidelines, procedures.	2.1.2.-2.1. Survey materials to develop an outline or overview of WDPI authority to provide services for EEN inmates.	2.1.2.-2.1.1. Have copies of WDPI materials available as references.	2.1.2.-2.1.1.-1. WDPI references.	2.1.2.-2.1.1.-1.1. Within the second three-month period.
		2.1.2.-2.1.2. Keep WDPI materials current.	2.1.2.-2.1.2.-1. Need appropriate shelf space.	2.1.2.-2.1.2.-1.1. Ongoing beginning the fourth month of the project.
	2.1.2.-2.2. Constantly refer to WDPI policies and procedures to determine acceptable reentry practices.	2.1.2.-2.2.1. Prepare an outline of key legal authority references for direct service provision.	2.1.2.-2.2.1.-1. WDPI references.	2.1.2.-2.2.1.-1.1. Within the second three-month period.
		2.1.2.-2.2.2. Be able to discuss intelligently the <u>implications</u> of these authorities for current program development and for <u>possible</u> program development.	2.1.2.-2.2.2.-1. With CESA personnel and with other direct service providers.	2.1.2.-2.2.2.-1.1. Ongoing beginning the fourth month of the project.

PROGRAM OBJECTIVE (what)	OBJECTIVE. 2.1. (Continued)	To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.2. (Continued)	To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving EEN students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.2.-2.2.3. Likewise, be able to discuss intelligently the unaddressed direct service issues thereby also being mindful of the legal constraints to programming.	2.1.2.-2.2.3.-1. With WDPI personnel and with other direct service providers.	2.1.2.-2.2.3.-1.1. Ongoing beginning the fourth month of the project.
	2.1.2.-2.3. Seek assistance from the CESA coordinator, CESA Director of Special Education, or their school counselor designee in clarifying these procedures.	2.1.2.-2.3.1. Be able to resolve ambiguous issues and/or refer unresolved issues to director.	2.1.2.-2.3.1.-1. With coordinator and/or director of project.	2.1.2.-2.3.1.-1.1. Ongoing as needed.
	2.1.2.-2.4. Refer unresolved or unclear issues to the director of the project.	2.1.2.-2.4.1. Discuss unresolved issues and/or unclear issues during regular contact periods with director.	2.1.2.-2.4.1.-1. With director of project.	2.1.2.-2.4.1.-1.1. During biweekly conferences.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.2. (Continued) To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving EEN students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.2.-2.4.2. Highlight important issues needing resolution by drafting a statement of concern and suggested resolution (if known) in a memo to director and/or call director of project.	2.1.2.-2.4.2.-1.Secretary. 2.1.2.-2.4.2.-2.Office supplies and postage. 2.1.2.-2.4.2.-3. Telephone communication.	2.1.2.-2.4.2.-1.1. Ongoing as needed. 2.1.2.-2.4.2.-2.1. Ongoing as needed. 2.1.2.-2.4.2.-3.1. Ongoing as needed.

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.1. To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 2.1.3. To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving the vocational needs of students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.3.-1. By obtaining copies of state statutes, regulations, program guidelines, and program application procedures from the Wisconsin Department of Public Instruction, Division for Instructional Services, Bureau for Vocational Education representative.	2.1.3.-1.1. Visit WDPI regional offices and request these materials.	2.1.3.-1.1.1. Determine if a complete set of published information has been obtained for WDPI.	2.1.3.-1.1.1.-1. Use available regional offices determined from either local direct service providers or from the state agency directory or Madison telephone directory.	2.1.3.-1.1.1.-1.1. Within first three months.
	2.1.3.-1.2. Contact the Secretary of State's office for specific titles of officially filed agency regulations if unknown or unavailable at regional office.	2.1.3.-1.2.1. Ascertain whether requested titles were provided.	2.1.3.-1.2.1.-1. consin Secretary of State's office.	2.1.3.-1.2.1.-1.1. Within first three months.
	2.1.3.-1.3. Request either telephone directory for state capital area (Madison, Wisconsin) or request state directory of state agencies.	2.1.3.-1.3.1. Ascertain whether either directory has been received	2.1.3.-1.3.1.-1. From either Wisconsin General Telephone Co. or state office (possibly General Services).	2.1.3.-1.3.1.-1.1. Within first three months.
	2.1.3.-1.4 Draft request for specific set of regulations to WDPI representative.	2.1.3.-1.4.1. Ascertain response to requests.	2.1.3.-1.4.1.-1. Request information from WDPI-Bureau for Vocational Education	2.1.3.-1.4.1.-1.1. Within first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.3. (Continued) To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving the vocational needs of students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.3.-2. By reading and studying the appropriate WDPI statutes, regulations, guidelines, procedures relative to serving the vocational education needs of students.	2.1.3.-2.1. Survey materials to develop an outline or overview of WDPI authority to provide vocational education within CESA services.	2.1.3.-2.1.1. Have copies of WDPI/Voc. Educ. materials available as references.	2.1.3.-2.1.1.-1. WDPI references	2.1.3.-2.1.1.-1.1. Within the second three-month period.
		2.1.3.-2.1.2. Keep WDPI/Voc. Educ. materials current.	2.1.3.-2.1.2.-1. Need appropriate shelf space.	2.1.3.-2.1.2.-1.1. Ongoing beginning the fourth month of the project.
	2.1.3.-2.2. Constantly refer to WDPI policies and procedures to determine acceptable reentry practices.	2.1.3.-2.2.1. Prepare an outline of key legal authority references for direct service provision.	2.1.3.-2.2.1.-1. WDPI references	2.1.3.-2.2.1.-1.1. Within the second three-month period.
		2.1.3.-2.2.2. Be able to discuss intelligently the implications of these authorities for current program development and for possible program development.	2.1.3.-2.2.2.-1. With CESA personnel and with other direct service providers.	2.1.3.-2.2.2.-1.1. Ongoing beginning the fourth month of the project.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.3. (Continued) To develop a working knowledge of the Wisconsin Department of Public Instruction CESA procedures relative to serving the vocational needs of students.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.3.-2.2.3. Likewise, be able to discuss intelligently the unaddressed direct service issues, thereby also being mindful of the legal constraints to programming.	2.1.3.-2.2.3.-1. With CESA personnel and with other direct service providers.	2.1.3.-2.2.3.-1.1. Ongoing beginning the fourth month of the project.
	2.1.3.-2.3. Seek assistance from the CESA coordinator or coordinator designee.	2.1.3.-2.3.1. Be able to resolve ambiguous issues and/or refer unresolved issues to director.	2.1.3.-2.3.1.-1. With CESA coordinator and/or director of project	2.1.3.-2.3.1.-1.1. Ongoing as needed.
	2.1.3.-2.4. Refer unresolved or unclear issues to the director of the project.	2.1.3.-2.4.1. Discuss unresolved issues and/or unclear issues during regular contact periods with director.	2.1.3.-2.4.1.-1. With director of project.	2.1.3.-2.4.1.-1.1. During biweekly conferences.

PROGRAM OBJECTIVE (what) — OBJECTIVE: 2.1. To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 2.1.4. To develop a working knowledge of the local vocational rehabilitation needs for serving EEN students or for serving EEN students in vocational rehabilitation programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.4.-1. By obtaining copies of state statutes, regulations, program guidelines, and program application procedures from the Wisconsin Department of Vocational Rehabilitation (WDVR) representatives.	2.1.4.-1.1. Visit WDVR regional offices and request these materials.	2.1.4.-1.1.1. Determine if a complete set of published information has been obtained for WDVR.	2.1.4.-1.1.1.-1. Use available regional offices determined from either local direct service providers or from the state agency directory or Madison telephone directory.	2.1.4.-1.1.1.-1.1. Within first three months.
	2.1.4.-1.2. Contact the Secretary of State's office for specific titles of officially filed agency regulations if unknown or unavailable at regional office.	2.1.4.-1.2.1. Ascertain whether requested titles were provided.	2.1.4.-1.2.1.-1. Wisconsin Secretary of State's office.	2.1.4.-1.2.1.-1.1. Within first three months.
	2.1.4.-1.3. Request either telephone directory for state capital area (Madison, Wisconsin) or request state directory of state agencies.	2.1.4.-1.3.1. Ascertain whether either directory has been received.	2.1.4.-1.3.1.-1. From either Wisconsin General Telephone Co. or state office (possibly General Services).	2.1.4.-1.3.1.-1.1. Within first three months.
	2.1.4.-1.4. Draft request for specific set of regulations to WDVR representative.	2.1.4.-1.4.1. Ascertain response to requests.	2.1.4.-1.4.1.-1. Request information from WDVR, Madison, Wisconsin.	2.1.4.-1.4.1.-1.1. Within first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.4. (Continued) To develop a working knowledge of the local vocational rehabilitation needs for serving EEN students or for serving EEN students in vocational education programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.4.-2 By reading and studying the appropriate WDVR statutes, regulations, guidelines, procedures.	2.1.4.-2.1. Survey materials to develop an outline or overview of WDVR authority to provide services.	2.1.4.-2.1.1. Have copies of WDVR materials available as references.	2.1.4.-2.1.1.-1. WDVR references	2.1.4.-2.1.1.-1.1. Within the second three-month period.
		2.1.4.-2.1.1. Deep WDVR materials current.	2.1.4.-2.1.2.-1. Need appropriate shelf space.	2.1.4.-2.1.2.-1.1. Ongoing beginning the fourth month of the project.
	2.1.4.-2.2. Constantly refer to WDVR policies and procedures to determine acceptable reentry practices.	2.1.4.-2.2.1. Prepare an outline of key legal authority references for direct service provision.	2.1.4.-2.2.1.-1. WDVR references.	2.1.4.-2.2.1.-1.1. Within the second three-month period.
		2.1.4.-2.2.2. Be able to discuss intelligently the implications of these authorities for current program development and for possible program development.	2.1.4.-2.2.2.-1. With WDVR personnel and with other direct service providers.	2.1.4.-2.2.2.-1.1. Ongoing beginning the fourth month of the project.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.4. (Continued) To develop a working knowledge of the local vocational rehabilitation needs for serving EEN students or for serving EEN students in vocational education programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.4.-2.2.3. Likewise, be able to discuss intelligently the unaddressed direct service issues, thereby also being mindful of the legal constraints to programming.	2.1.4.-2.2.3.-1. With WDVR personnel and with other direct service providers.	2.1.4.-2.2.3.-1.1. Ongoing beginning the fourth month of the project.
	2.1.4.-2.3. Seek assistance from the CESA coordinator or coordinator designee.	2.1.4.-2.3.1. Be able to resolve ambiguous issues and/or refer unresolved issues to director.	2.1.4.-2.3.1.-1. With coordinator and/or director of project.	2.1.4.-2.3.1.-1.1. Ongoing as needed.
	2.1.4.-2.4. Refer unresolved or unclear issues to the director of the project.	2.1.4.-2.4.1. Discuss unresolved issues and/or unclear issues during regular contact periods with director.	2.1.4.-2.4.1.-1. With director of project.	2.1.4.-2.4.1.-1.1. During biweekly conferences.

PROGRAM OBJECTIVE (what) — OBJECTIVE: 2.1. To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 2.1.5. To develop a working knowledge of the locally administered Governor's Employment and Training Office (GETO) procedures especially as these procedures relate to CESA programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.5.-1. By obtaining copies of state statutes, regulations, program guidelines, and program application procedures from the Governor's Employment and Training Office (GETO) and by obtaining copies of the Job Training and Partnership Act (JTPA).	2.1.5.-1.1. Visit GETO regional offices and request these materials. Also, request copies of the JOB TRAINING AND PARTNERSHIP ACT (JTPA).	2.1.5.-1.1.1. Determine if a complete set of published information has been obtained for GETO.	2.1.5.-1.1.1.-1. Use available regional offices determined from either local direct service providers or from the state agency directory or Madison telephone directory.	2.1.5.-1.1.1.-1.1. Within first three months.
	2.1.5.-1.2. Contact the Secretary of State's office for specific titles of offically filed agency regulations if unknown or unavailable at regional office.	2.1.5.-1.2.1. Ascertain whether requested titles were provided.	2.1.5.-1.2.1.-1. Wisconsin Secretary of State's office.	2.1.5.-1.2.1.-1.1. Within first three months.
	2.1.5.-1.3. Request either telephone director for state capital area (Madison, Wisconsin) or request state directory of state agencies.	2.1.5.-1.3.1. Ascertain whether either directory has been received.	2.1.5.-1.3.1.-1. From either Wisconsin General Telephone Co. or state office (possibly General Services).	2.1.5.-1.3.1.-1.1. Within first three months.
	2.1.5.-1.4. Draft request for specific set of regulations to GETO representative.	2.1.5.-1.4.1. Ascertain type of response to requests.	2.1.5.-1.4.1.-1. Request information from GETO central office representative located in Milwaukee, Wisconsin.	2.1.5.-1.4.1.-1.1. Within first three months.

PROGRAM OBJECTIVE (what) — OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 2.1.5. (Continued) To develop a working knowledge of the locally administered Governor's Employment and Training Office (GETO) procedures especially as these procedures relate to CESA programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.1.5.-2. By reading and studying the appropriate GETO statutes, regulations, guidelines, procedures.	2.1.5.-2.1. Survey materials to develop an outline or overview of GETO authority to provide services for EEN former inmates.	2.1.5.-2.1.1. Have copies of GETO and JTPA materials available as references.	2.1.5.-2.1.1.-1. GETO and JTPA references.	2.1.5.-2.1.1.-1.1. Within the second three-month period.
		2.1.5.-2.1.2. Keep GETO and JTPA materials current.	2.1.5.-2.1.2.-1. Need appropriate shelf space.	2.1.5.-2.1.2.-1.1. Ongoing beginning the fourth month of the project.
	2.1.5.-2.2. Constantly refer to GETO and JTPA policies and procedures to determine acceptable reentry practices.	2.1.5.-2.2.1. Prepare an outline of key legal authority references for direct service provision.	2.1.5.-2.2.1.-1. GETO and JTPA references.	2.1.5.-2.2.1.-1.1. Within the second three-month period.
		2.1.5.-2.2.2. Be able to discuss intelligently the <u>implications</u> of these authorities for current program development and for <u>possible</u> program [illegible].	2.1.5.-2.2.2.-1. With GETO personnel and with other direct service providers.	2.1.5.-2.2.2.-1.1. Ongoing beginning the fourth month of the project.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.1. (Continued) To develop a working knowledge of various agency regulations and procedures.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.1.5. (Continued) To develop a working knowledge of the locally administered Governor's Employment and Training Office (GETO) procedures especially as these procedures relate to CESA programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		2.1.5.-2.2.3. Likewise, be able to discuss intelligently the unaddressed direct service issues, thereby also being mindful of the legal constraints to programming.	2.1.5.-2.2.3.-1. With GETO personnel and with other direct service providers.	2.1.5.-2.2.3.-1.1. Ongoing beginning the fourth month of the project.
	2.1.5.-2.3. Seek assistance from the CESA coordinator or coordinator designee in clarifying these procedures.	2.1.5.-2.3.1. Be able to resolve ambiguous issues and/or refer unresolved issues to director.	2.1.5.-2.3.1.-1. With CESA coordinator/disignee and/or director of project.	2.1.5.-2.3.1.-1.1. Ongoing as needed.
	2.1.5.-2.4. Refer unresolved or unclear issues to the director of the project.	2.1.5.-2.4.1. Discuss unresolved issues and/or unclear issues during regular contact periods with director.	2.1.5.-2.4.1.-1. With director of project.	2.1.5.-2.4.1.-1.1. During biweekly conferences.

PROGRAM OBJECTIVE (what)

OBJECTIVE: 2.2 To develop and maintain ability to consult effectively about model special education and vocational programming needs of EEN former inmates to the various agency service providers.

PROGRAM COMPONENT (a more specific what)

OBJECTIVE: 2.2.1. To develop a positive working relationship with DOC staff, the CESA coordinator and the CESA director of special education.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.2.1.-1. To develop a positive working relationship with DOC and DOC staff.	2.2.1.-1.1. Meet with DOC administrators and staff.	2.2.1.-1.1.1. Recognize these people by name and appropriate title.	2.2.1.-1.1.1.-1. Personnel at the DOC Lincoln Hills institution	2.2.1.-1.1.1.-1.1. During the first three months.
	2.2.1.-1.2. Participate (as invited) in DOC inservice programs.	2.2.1.-1.2.1. Adjust weekly schedule to allow for workshop experience.	2.2.1.-1.2.1.-1. Weekly intinerary.	2.2.1.-1.2.1.-1.1. As needed
	2.2.1.-1.3. Review proposed reentry procedures with DOC administrators and staff.	2.2.1.-1.3.1. Submit proposed reentry strategies to key interagency decision makers: principal of Lincoln Hills, DOC central office, CESA coordinator, director of project, and reentry workers.	2.2.1.-1.3.1.-1. Make copies of proposed reentry procedures for key personnel. 2.2.1.-1.3.1.-2. Key personnel are principal of Lincoln Hills, DOC central office, CESA coordinator, Director of project, and reentry workers.	2.2.1.-1.3.1.-1.1. During the first six months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.2. (Continued) To develop and maintain ability to consult effectively about model special education and vocational programming needs of EEN former inmates to the various agency service providers.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.2.1. (Continued) To develop a positive working relationship with DOC staff, the CESA coordinator and the CESA director of special education.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
		Principal of Lincoln Hills, DOC central office, CESA coordinator, director of project, and reentry workers.	2.2.1.-2.3.1.-2. Key personnel are principal of Lincoln Hills, DOC central office, CESA coordinator, director of project, and reentry workers.	
	2.2.1.-2.4. Adjust proposed reentry procedures based on CESA recommendations of the policy(steering) committee.	2.2.1.-2.4.1. To satisfaction of principal of Lincoln Hills, DOC central office, CESA coordinator, director of project, and reentry workers.	2.2.1.-2.4.1.-1. Use written memos to confirm key decision makers' understandings of procedures.	2.2.1.-2.4.1.-1.1. Within ten working days of a procedures meeting.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.2. (Continued) To develop and maintain ability to consult effectively about model special education and vocational programming needs of EEN former inmates to the various agency service providers.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.2.1. (Continued) To develop a positive working relationship with DOC staff, Directors of Special Education (DSE) and the CESA Regional Network (RSN) Coordinator.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	2.2.1.-1.4 Adjust proposed re-entry procedures based on DOC recommendations.	2.2.1.-1.4.1. To satisfaction of principal of Lincoln Hills, DOC central office, CESA coordinator director of project, and reentry workers.	2.2.1.-1.4.1.-1. Use written memos to confirm key decision makers' understandings of procedures.	.2.1.-1.4.1.-1.1. Within ten working days of a procedures meeting.
2.2.1.-2. To develop a positive working relationship with CESA administrators and staff.	2.2.1.-2.1. Meet with CESA RSN coordinator and selected staff	2.2.1.-2.1.1. Recognize these people by name and appropriate title.	2.2.1.-2.1.1.-1. Personnel at the CESA administrative office.	2.2.1.-2.1.1.-1.1. During the first three months.
	2.2.1.-2.2. Participate (as invited) in CESA inservice programs.	2.2.1.-2.2.1. Adjust weekly schedule to allow for workshop experience.	2.2.1.-2.2.1.-1. Weekly itinerary.	2.2.1.-2.2.1.-1.1. As needed.
	2.2.1.-2.3. Review proposed reentry procedures with DSE coordinator and/or designee	2.2.1.-2.3.1. Submit proposed reentry strategies to key interagency decision makers:	2.2.1.-2.3.1.-1. Make copies of proposed reentry procedures for key personnel.	2.2.1.-2.3.1.-1.1. During the first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.3. To develop and maintain an ability to recommend program or service application procedures, time lines, and categorical funding sources for each of the agency direct service providers.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: -----

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.3.1.-1. To collect, organize, and maintain data on funding that will be of assistance or impact on direct service providers.	2.3.1.-1.1. Identify all possible agency direct service providers that require information.	2.3.1.-1.1.1. Mail contact established with agency directors.	2.3.1.-1.1.1.-1. Various agencies.	2.3.1.-1.1.1.-1.1. Within first nine months.
	2.3.1.-1.2. Contact WDPI system for all information that pertains to relevant categorical funding.	2.3.1.-1.2.1. Note response for data.	2.3.1.-1.2.1.-1. Madison office.	2.3.1.-1.2.1.-1.1. Within first three months.
	2.3.1.-1.3. Collect and file information from WDPI.	2.3.1.-1.3.1. Prepare outline of procedures as they pertain to funding requirements.	2.3.1.-1.3.1.-1. Secretary.	2.3.1.-1.3.1.-1.1. Ongoing after first three months.
	2.3.1.-1.4. Contact Department of Vocational Rehabilitation for all data pertinent to agency director's needs.	2.3.1.-1.4.1. Prepare outline of procedures as they pertain to funding requirements.	2.3.1.-1.4.1.-1. Office supply and postage.	2.3.1.-1.4.1.-1.1. Ongoing first three months.

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.3. (Continued) To develop and maintain an ability to recommend program or service application procedures, time lines, and categorical funding sources for each of the agency direct service providers.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: -----

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	2.3.1.-1.5. Request information on GETO program funding policy and procedures.	2.3.1.-1.5.1. Prepare outline of procedures as they pertain to funding requirements.	2.3.1.-1.5.1.-1. Secretary, office supply, and postage.	2.3.1.-1.5.1.-1.1. Ongoing after first three months.
	2.3.1.-1.6. Consolidate materials into work packages and make available for agency director.	2.3.1.-1.6.1. highlight important issues by drafting materials that will better explain the procedures.	2.3.1.-1.6.1.-1. Secretary, office supply, and postage.	2.3.1.-1.6.1.-1.1. Ongoing after first three months.
2.3.1.-2. Determine prorated levels at which categories have been funded by the Wisconsin legislature.	2.3.1.-2.1. Seek funding level information from the various regional representatives.	2.3.1.-2.1.1. Be able to discuss funding and proration concerns intelligently with direct service provider administrators.	2.3.1.-2.1.1.-1. Regional offices.	2.3.1.-2.1.1.-1.1 Ongoing.

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.5. To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 2.5.1. To provide the agent with technical assistance regarding the YRS progress.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.5.1.-1. Establish activities to support parole agents.	2.5.1.-1.1. Contact local parole agents and explore reentry program objectives and procedures.	2.5.1.-1.1.1. Determine list of local parole agents as given by WDOC.	2.5.1.-1.1.1.-1. Use available regional office or WDOC directory.	2.5.1.-1.1.1.-1.1. Within the first month.
	2.5.1.-1.2. Define areas of responsibility and working arrangements.	2.5.1.-1.2.1. Meet with and list job duties for specialist.	2.5.1.-1.2.1.-1. Telephone, travel.	2.5.1.-1.2.1.-1.1. Within the first two months.
	2.5.1.-1.3. Develop and implement communication plans between specialist and parole agents.	2.5.1.-1.3.1. Draw up formal communication flow chart between agents and specialist.	2.5.1.-1.3.1.-1. Office supply, secretary, travel.	2.5.1.-1.3.1.-1.1. Within the first three months.
	2.5.1.-1.4. Establish a schedule of meeting times between specialist and parole agents.	2.5.1.-1.4.1. Chart a schedule of meeting times between specialist and agents.	2.5.1.-1.4.1.-1. Program staff with local parole agents.	2.5.1.-1.4.1.-1.1. Within the first three months and ongoing.

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.5. To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 2.5.2. To meet with the assigned parole agent so as to determine the transition procedures for enrolling an EEN inmate into the parole-administered alternative school and afterwards for entering the CESA--vocational education/vocation rehabilitation/GETO.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.5.2.-1. By developing reentry procedures consistent with parole agent expectations of school performances.	2.5.2.-1.1. Contact WDOC and request administrative regulations and pertinent data regarding procedures for reentry.	2.5.2.-1.1.1. To the extent regulations are made available.	2.5.2.-1.1.1.-1. State Department of WDOC and other possible sources.	2.5.2.-1.1.1.-1.1. Within first two months.
	2.5.2.-1.2. Meet with parole agents and develop list of their expectations for the local school district's performance with EEN inmates.	2.5.2.-1.2.1. To the extent these can be articulated by parole agents.	2.5.2.-1.2.1.-1. Local agents and/or their supervisors.	2.5.2.-1.2.1.-1.1. Within first three months and ther as needed.

PROGRAM OBJECTIVE (what)

OBJECTIVE: 2.5. To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.

PROGRAM COMPONENT (a more specific what)

OBJECTIVE: 2.5.3. To assist the parole agent and parents in relating to the public school.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.5.3.-1 Obtain information pertaining to the local public school concerning enrollment, school policy, and regulations pertaining to EEN students.	2.5.3.-1.1. Survey area public schools with emphasis on determining the most positive format for enrolling the EEN student via CESA structure.	2.5.3.-1.1.1. Prepare and have copies of regulations pertaining to local public school.	2.5.3.-1.1.1.-1. Consult with CESA #6 coordinator. 2.5.3.-1.1.1.-2. Consult with CESA #6 coordinator. 2.5.3.-1.1.1.-3 Office supply and travel.	2.5.3.-1.1.1.-1.1. Within the first three months. 2.5.3.-1.1.1.-2.1. Within the first three months.
2.5.3.-2. Inservice agents on EEN procedures and contact persons for each district.	2.5.3.-2. Meet with both state and county agents, individually and in groups.	2.5.3.-2.1-1. To extent agents state they understand school EEN procedures either verbally or via instruments.	2.5.3.-2.1.1.-1 Phone 2.5.3.-2.1.1.-2. Secretary 2.5.3.-2.1.1.-3 Meeting facility	2.5.3.-2.1.1.-1.1 through 2.5.3.-2.1.1.-3.1. Ongoing.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.5. (Continued) To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.5.3. (Continued) To assist the parole agent and parents in relating to the public school.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	2.5.3.-1.3. Determine and communicate school procedures to parole agent which define how a parole officer will: a. enroll a child in school, b. notify school when change of placement occurs, c. sign for testing to determine special or vocational education, d. sign for individualized education plan, e. appeal education plan, f. attend school conferences, g. handle problems at the school, h. respond to accidents, i. sign report cards, j. sign releases of school information, k. approve two school field trips (in state), l. approve athletic requests, m. attend to fiscal concern, n. arrange special vocational school/job training and planning.	2.5.3.-1.3.1. Formalize policy in writing among school, WDOC, and CESA only if several students are expected to enter a specific school district.	2.5.3.-1.3.1.-1. DOC legal counsel. 2.5.3.-1.3.1.-2. Possible WDPI legal counsel.	2.5.3.-1.3.1.-1.1. Within the first three months and ongoing after that.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.5 To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.				
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.5.4. To develop EEN inmate profiles from the DOC's EEN teacher summary evaluation report (in lieu of IEP and annual evaluations) and from school personnel (teacher) verbal comments.				
STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)	
2.5.4.-1. By communicating to after-care agents the EEN recommendations made to Directors of Special Education.	2.5.4.-1.1. Review student's EEN, school, and social service files.	2.5.4.-1.1.1 To extent both educational and non-educational needs are identified.	2.5.4.-1.1.1.-1 Access to files.	2.5.4.-1.1.1.-1.1. As students are added to the program.	
	2.5.4.-1.2. Interview student in structured, open-ended fashion.	2.5.4.-1.2.2. To extent necessary information is obtained from structured interview and other meaningful conversations.	2.5.4.-1.2.1.-1. Secretarial services	2.5.4.-1.2.1.-1.1. When program begins.	
			2.5.4.-1.2.1.-2. Telephone to verify data or track down missing data.	2.5.4.-2.1.-2.1. When program begins.	
			2.5.4.-1.2.1.-3. Office space and equipment.	2.5.4.-1.2.1.-3.1. When program begins.	
	2.5.4.-1.3. Interview teacher(s) and other school personnel.	2.5.4.1.3.1. When other data is inconclusive	2.5.4.-1.3.1.-1. Access to students.	2.5.4.-1.3.1.-1.1. Within 2 weeks of student being identified	
			2.5.4.-1.3.1.-2. Office space (privacy)	2.5.4.-1.3.1.-2.1. Ongoing	
			2.5.4.-1.3.1.-3.Access to school staff.	2.5.4.-1.3.1.-3.1. Ongoing	

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.5. (continued) To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.5.4. (Cont.) To develop EEN inmate profiles from the DOC's EEN teacher summary evaluation report (in lieu of IEP and annual evaluations) and from school personnel (teacher) verbal comments.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	2.5.4.-1.4. Write cover letter of recommendation to Directors of Special Education.	2.5.4.-1.4.1. To extent information is provided clearly	2.5.4.-1.4.1.-1 Secretary	2.5.4.-1.4.1.-1.1. As soon as student placement for student after-care is decided.
			2.5.4.-1.4.1.-2. Office	2.5.4.-1.4.1.-2.1. Ongoing
			2.5.4.-1.4.1.-3. Office equipment (typewriter, etc.)	2.5.4.-1.4.-3.1. Ongoing

PROGRAM OBJECTIVE (what) OBJECTIVE: 2.5. To support parole agents in their efforts to transition EEN inmates from the institution, through alternate schools, to special education programs.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: 2.5.5. To monitor student progress in the educational setting through the parole agent to assure that student is receiving special education services.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.5.5.-1 By sending out the three-month follow-up questionnaire and by phone.	2.5.5.-1.1. Mail the follow-up and call on the phone.	2.5.5.-1.1.1. Send out follow-up questionnaire every three months and call as necessary.	2.5.5.-1.1.1.-1. Secretary and office equipment.	2.5.5.-1.1.1-1.1.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.6.	To assist Directors of Special Education (DSE) to adequately prepare special education and vocational education/vocational rehabilitation/GETO programs for the EEN former inmate.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.6.1.	To outline potential state agency categorial programs and funding sources available to the local educational agency

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.6.1.-1. Share reports of meetings conducted with the various state agency administrators responsible for Vocational/ Ed., Vocational/Rehab. JTPA and VTAE.	2.6.1.-1.1. Share written reports.	2.6.1.-1.1.1.	2.6.1.-1.1.1-1. Agency administrators, secretary.	2.6.1.-1.1.1-1.1. Within the first 18 months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.6.	To assist Directors of Special Education (DSE) to adequately prepare special education and vocational education/vocational rehabilitation/GETO programs for the EEN former inmate.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 2.6.2.	To confirm that student has been enrolled in special education programs and that the student has been referred for special education/vocational education/vocational rehabilitation/GETO programs.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.6.2.-1. Communicate with the after-care agent and also the Director of Special Ed.	2.6.2.-1.1. Send three-month follow-up letter to after-care agent.	2.6.2.-1.1.1. Letters to after-care agents are actually mailed.	2.6.2.-1.1.1.-1. Secretary. 2.6.2.-1.1.1.-2 Office 2.6.2.-1.1.1.-3 Office equipment	2.6.2.-1.1.1.-1.1. Three months after student is released.
	2.6.2.-1.2. Send special questionnaire to Director of Special Education regarding EEN services for student referred.	2.6.2.-1.2.1. "	2.6.2.-1.2.1.-1. Same as above.	2.6.2.-1.2.1.-1.1. No earlier than three months after student is released

PROGRAM OBJECTIVE (what)	OBJECTIVE:	2.7 To obtain written agreements from Madison, Milwaukee and Green Bay special education program providers who provide services to numerous EEN former inmates.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE:	

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.7.1.-1. To obtain contracts between Madison, Milwaukee and Green Bay and Lincoln Hills School regarding reentry procedures for EEN students.	2.7.1.-1.1. To acquaint Madison, Milwaukee and Green Bay special education programs with DOC and YRS Reentry procedures. 2.7.1.-1.2. To inform DOC of existing procedures and conditions in each of the three cities.	2.7.1.-1.1.1. To extent contract is written for each of these cities.	2.7.1.-1.1.1.-1. Special Education Directors project staff and legal experts representing both DOC and Directors of Special Education.	2.7.1.-1.1.1.-1.1 First 18 months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 2.8.	To assist the project director in the development of a system for monitoring the status of students involved in the reentry process.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE:	

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.8.1.-1. Compose a montly report presented to the YRS steering committee	2.8.1.-1.1. Have a written essay report plus charts demonstrating significant data on EEN reentry procedures.	2.8.1.-1.1.1.-1. To extent reports are approved by steering committee.	2.8.1.-1.1.1.-1. After-care agents, Directors of Special Education, Secretary.	2.8.1.-1.1.1.-1.1. Once a month after the first four months or as directed by the steering committee.
2.8.1.-2. Use logit analysis set forth in proposal.		2.8.1.-2.1.1. To the extent the logit analysis uses all the data.	2.8.1.-2.1.1.-1. Research assistant, University of Wisconsin-Stout computer.	2.8.1.-2.1.1.-1.1. End of project.

PROGRAM OBJECTIVE (what)	OBJECTIVE:	2.9. To monitor (once monitoring system is developed) the status of students involved in the reentry process.

PROGRAM COMPONENT (a more specific what)	OBJECTIVE:

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.9.1.-1. Become familiarized with individual and collective student background material.	2.9.1.-1.1. Read through each student's EEN file, the Social Service file and the school file.	2.9.1.-1.1.1. To the extent that project questionnaire material begins to be familiar.	2.9.1.-1.1.1.-1. Student's EEN file, Social Service file, school file.	2.9.1.-1.1.1.-1.1. Ongoing.
	2.9.1.-1.2. Communicate with Lincoln Hills School social workers, teachers, and the student's after-care worker, and the student.	2.9.1.-1.2.1.To extent information is obtained	2.9.1.-1.2.1.-2. Lincoln Hills School social workers, teachers, after-care workers, students.	2.9.1.-1.2.1.-2.2. Ongoing
2.9.1.-2. Share information about state statutes and state regulations regarding mandated special education procedures for accessing public education.	2.9.1.-2.1. Optionally meet with, phone, or write to persons needing to be consulted with.	2.9.1.-2.1.1. To extent participants express value toward information received.	2.9.1.-2.1.1.-1. Office space, secretary	2.9.1.-2.1.1.-1.1. After first six months and ongoing.

PROGRAM OBJECTIVE (what)	OBJECTIVE:	2.11. To develop a reporting procedure for key decision makers involved in the reentry process including but not limited to the Wisconsin Division of Correction's principal of the juvenile school at Lincoln Hills School, to the coordinator at CESA 10, or to the director of this project.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE:	

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
2.11.1. Send copy of Lincoln Hills School IEP to Director of Special Education.		2.11.1.-1.1. To extent it was actually mailed.	2.11.1.-1.1.1. Access to M-Team records and IEP, office and secretarial help.	2.11.1.-1.1.1.-1. From the beginning of the project.
2.11.2. Send a cover letter with IEP which includes the YRS' recommendation of the student's needs	2.11.2.-1. Be familiar with student's EEN history via his/her EEN file, teacher contacts, and conversations with the student, and his/her Social Services file.	2.11.2-1.1. To extent it was actually mailed.	2.11.2.-1.1.1. Student's EEN and school files, teacher, student, and Social Services file and secretary.	2.11.2.-1.1.1.-1. From the beginning
2.11.3. Send a copy of parole board reviews from Social Services file with IEP.		2.11.3.-1.1. To extent it was mailed.	2.11.3.-1.1.1. Access to Social Service file, secretary.	2.11.3.-1.1.1.-1. From the beginning.
2.11.4. Send an unofficial copy of transcript with IEP		2.11.4.-1.1. To extent it was mailed.	2.11.4.-1.1.1. Access to school transcripts.	2.11.4.-1.1.1.-1. From the beginning.

PROGRAM OBJECTIVE (what) OBJECTIVE: 3.1. To provide an ongoing program supervision of the reentry specialist.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: -----

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
3.1.1.-1. Assist reentry workers in obtaining the various sets of state statutes, regulations, program and fiscal procedures.	3.1.1.-1.1. Provide available resources.	3.1.1.-1.1.1. To the extent that key personnel are satisfied and to extent that each objective is met.	3.1.1.-1.1.1.-1. Key personnel (principal of Lincoln Hills, DOC central office, CESA coordinator, director of project, and reentry workers).	3.1.1.-1.1.1.-1.1. Within the first three weeks.
	3.1.1.-1.2. Pursue obtaining the more inaccessible resources.	3.1.1.-1.2.1. To the extent that if resources are available, they will be obtained.	3.1.1.-1.2.1.-1. Various state agency representatives.	3.1.1.-1.2.1.-1.1. Within the first three months.
3.1.1.-2. Meet with reentry workers.	3.1.1.-2.1. Meet regularly with both reentry specialists at least on a monthly schedule	3.1.1.-2.1.1. As determined by the written minutes of each meeting.	3.1.1.-2.1.1.-1. Reentry specialists and director of project. 3.1.1.-2.1.1.-2. Meeting room space.	3.1.1.-2.1.1.-1.1. Ongoing, at least once each month.
	3.1.1.-2.2. Provide day or night telephone access.	3.1.1.-2.2.1. Determined by logged frequency of successful contacts.	3.1.1.-2.2.1.-1. Telephone.	3.1.1.-2.2.1.-1.1. Ongoing as needed.

PROGRAM OBJECTIVE (what) OBJECTIVE: 3.1. (Continued) To provide an ongoing program supervision of the reentry specialist.

PROGRAM COMPONENT (a more specific what) OBJECTIVE: -----

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
	3.1.1.-2.3. Use inner office memoranda.	3.1.1.-2.3.1. Number of resolved issues via memos.	3.1.1.-2.3.1.-1. Post office.	3.1.1.-2.3.1.-1.1. Ongoing as needed.
	3.1.1.-2.4. Conduct regular "on site" program visits.	3.1.1.-2.4.1. To expressed satisfaction of reentry specialists.	3.1.1.-2.4.1.-1. Director of project.	3.1.1.-2.4.1.-1.1. Ongoing, at least once each month.
3.1.1.-3. Provide specialized workshops.	3.1.1.-3.1. Request several state office workshops/meetings regarding their respective program and fiscal procedures.	3.1.1.-3.1.1. Success is determined through stated reentry worker's satisfaction.	3.1.1.-3.1.1.-1. State agency representatives.	3.1.1.-3.1.1.-1.1. Ongoing.
		3.1.1.-3.1.2. Success is determined through available feedback from direct service providers.	3.1.1.-3.1.2.-1. Various direct services providers.	3.1.1.-3.1.2.-1.1. Ongoing.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 3.1. (Continued) To provide an ongoing program supervision of the reentry specialist.			
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: -----			
STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
3.1.1.-4. Support reentry workers in their development of reentry program strategies.	3.1.1.-4.1. Answer questions and/or seek additional information regarding interagency programs and fiscal procedures as these relate to the reentry program.	3.1.1.-4.1.1. To the extent that key personnel are satisfied with the product and that each objective has a written strategy or set of strategies.	3.1.1.-4.1.1.-1. Director of project.	3.1.1.-4.1.1.-1.1. Ongoing
			3. .1.-4.1.1.-2. Telephone.	3. .1.-4.1.1.-2.1. Ongoing
			3. .1.-4.1.1.-3. Various state agency or regional agency offices.	3. .1.-4.1.1.-3.1. As needed.
	3.1.1.-4.2. Establish meeting with key personnel for facilitating strategy development.	3.1.1.-4.2.1. As requested or found necessary.	3.1.1.-4.2.1.-1. Principal of WDOC institution (Lincoln Hills), DOC central office, CESA #6 coordinator, reentry specialist, and director of project.	3.1.1.-4.2.1.-1.1. Ongoing.
3.1.1.-5. Perform all specified support objectives (4.1 through 4.8)	3.1.1.-5.1. Develop support program strategies.	3.1.1.-5.1.1. To the extent that articulated criteria are met.	3. .1.-5.1.1.-1. Principal of WDOC institution (Lincoln Hills), DOC central office, CESA #6 coordinator, reentry specialist, and director of project.	3.1.1.-5.1.1.-1.1. Ongoing.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 4.8. To develop a control system for monitoring, evaluating, and improving student performance and youth reentry specialist program activities.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 4.1.1. To develop a system for monitoring the extent to which reentry program objectives are being met.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
4.1.1.-1. To design, to implement and to adjust a monitoring procedure which indicates the extent to which direct and support objectives are being met.	4.1.1.-1.1. Identify direct and support service objectives which require key decisions.	4.1.1.-1.1.1. To satisfaction of project staff and key decision makers.	4.1.1.-1.1.1.-1. Reentry staff and director of project.	4.1.1.-1.1.1.-1.1. During the first three months.
	4.1.1.-1.2. Determine the various levels of decision making required.	4.1.1.-1.2.1. By classifying all observed decision makers involved in the reentry program into either direct or support services provided at local, intermediate, or state levels.	4.1.1.-1.2.1.-1. Reentry staff and director of project.	4.1.1.-1.2.1.-1.1. During the first three months.
	4.1.1.-1.3. Identify type of information needed for each level of decision maker.	4.1.1.-1.3.1. By developing a forms format.	4.1.1.-1.3.1.-1. Project staff and key decision makers.	4.1.1.-1.3.1.-1.1. During the first three months.

PROGRAM OBJECTIVE (what)	OBJECTIVE: 4.1. To develop a control system for monitoring and evaluating student status and reentry program.
PROGRAM COMPONENT (a more specific what)	OBJECTIVE: 4.1.2. To develop a system for monitoring the status of students involved in the reenty process.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
4.1.2.-1. To design, to implement a monitoring procedure which indicates to the extent to which the students are served.	4.1.2.-1.1. Determine full range of special education/vocational education/vocational/rehabilitation/job training programs available in the community available via CESA.	4.1.2.-1.1.1. To extent that a state representative from each respective agency agrees that the full range of available programs of services is specified for that given agency.	4.1.2.-1.1.1.-1. Various agency direct service providers.	4.1.2.-1.1.1.-1.1. Before the fifth month of project and ongoing.
	4.1.2.-1.2. Determine current range of services listed in DOC/IEP and in DOC/Multidisciplinary Team report. (See Appendix A.)	4.1.2.-1.2.1. To extent that the principal or designee of Lincoln Hills agrees that the proposed DOC range of services is available.	4.1.2.-1.2.1.-1. Principal and/or designee at Lincoln Hills DOC institution. 4.1.2.-1.2.1.-2. Forms needed for: Division of Corrections-Exceptional Education Needs-Individualized Education Program (IEP) and Division of Corrections-Exceptional Educational Services-Multidisciplinary Team Evaluation report. (These are available from DOC.)	4.1.2.-1.2.1.-1.1. Before fifth month of project and ongoing.

PROGRAM OBJECTIVE (what) — OBJECTIVE: 4.1. To develop a control system for monitoring and evaluating student status and reentry program.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 4.1.3. To develop a system for evaluating the status of the student involved in the reentry process and for evaluating the efficacy of the various reentry procedures.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
4.1.3.-1. Develop appropriate evaluation procedures to process student status data.	4.1.3.-1.1. Develop a checklist of DOC EEN/vocational services and a checklist of CESA EEN/vocational services.	4.1.3.-1.1.1. To satisfaction of key decision makers.	4.1.3.-1.1.1.-1. DOC principal or designee and CESA coordinator or designee.	4.1.3.-1.1.1.-1.1. During fourth to sixth months of project.
	4.1.3.-1.2. Develop discrepancy evaluation standards for contrasting checklists.	4.1.3.-1.2.1. To contrast and compare each initiated DOC service with the public school service as a continuing service, dropped service, and/or new service.	4.1.3.-1.2.1.-1. Reentry staff.	4.1.3.-1.2.1.-1.1. During fourth to sixth months of project.
4.1.3.-2. Develop appropriate evaluation procedures to process feedback regarding reentry program objectives.	4.1.3.-2.1. Develop an appropriate evaluation standards based on types of information needs of the various decision makers and based on acceptable performance criteria associated with each of the reentry program objectives.	4.1.3.-2.1.1. To satisfaction of relevant decision makers as expressed by their feedback comments and to extent written criteria have been fully met within specified time lines.	4.1.3.-2.1.1.-1. Reentry PPBS (Planning, Programming, Budgeting System) format. 4.1.3.-2.1.1.-2. Reentry staff.	4.1.3.-2.1.1.-1.1. During fourth to sixth months of project.

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PROGRAM OBJECTIVE (what) — OBJECTIVE: 4.1 To develop a control system for monitoring and evaluating student status and reentry program.

PROGRAM COMPONENT (a more specific what) — OBJECTIVE: 4.1.4. To develop a method for adjusting the various reentry procedures based on the monitoring and evaluation processes.

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
4.1.4.-1 To develop procedures for the reentry and other direct service providers which facilitate adjustments in their direct service procedures, both for the individual student and for the respective agency's procedures. These procedures are to be based on the provided monitoring and evaluation feedback.	4.1.4.-1.1. Develop procedures for providing input into the DOC multidisciplinary reports and IEP and for providing input into other direct service student planning procedures.	4.1.4.-1.1.1. To extent that recommended student special educational and vocational services are being appropriately met.	4.1.4.-1.1.1.-1. Reentry staff and director and possibly legal counsel of the respective state agencies for any new or unusual procedural recommendations.	4.1.4.-1.1.1.-1.1. Beginning of fourth month and ongoing.
	4.1.4.-1.2. Develop possible methods for adjusting reentry program strategies.	4.1.4.-1.2.1 To extent that all reentry program objectives are being me.	4.1.4.-1.2.1.-1. Reentry staff and key decision makers.	4.1.4.-1.2.1.-1.1. Beginning of fourth month and ongoing.

PROGRAM OBJECTIVE (what) OBJECTIVE:	5.1. To plan with appropriate state agency representatives (including legal and government relations departments) from special education, vocational education, vocational rehabilitation, corrections, and the governor's office for purposes of determining categorical funding options and/or legislation required to continue and replicate the youth reentry specialist program.
PROGRAM COMPONENT (a more specific what) OBJECTIVE:	

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
5.1.1.-1. To meet with various agency representatives for purposes of determining current statutory authorities and funding sources for continuation of the YRS program.	5.1.1.-1.1. Meet state program managers from Wis. DOC, Wis. Dept. of Public Instruction, Wis. Dept. of Voc. Rehab., GETO to obtain their interpretations of the statutes.	5.1.1.-1.1.1. To extent feasibility of funding is ascertained.	5.1.1.-1.1.1.-1. Director of project, CESA 10 administrator, DOC central office representative, Lincoln Hills principal, and YRS.	5.1.1.-1.1.1.-1.1. During tenth month of program
	5.1.1.-1.2. Meet with legal representatives from Wis. DOC, Wis. Dept of Pub. Instr., Wis. Dept of Voc. Rehab., GETO to obtain their legal interpretations of the statutes.	5.1.1.-1.2.1. To extent feasibility of funding is ascertained.	5.1.1.-1.2.1.-1. Director of project, CESA 10 administrator, DOC central office representative, Lincoln Hills principal, and YRS.	5.1.1.-1.2.1.-1.1. During tenth month of program
	5.1.1.-1.3. Meet with appropriate fiscal officers from Wis. DOC, Wis. Dept. of Pub. Instr., Wis. Dept. of Voc. Rehab., GETO to obtain their interpretation of statutes.	5.1.1.-1.3.1. To extent feasibility of funding is ascertained.	5.1.1.-1.3.1.-1.Director of project, CESA 10 administrator, DOC central office representative, Lincoln Hills principal, and YRS.	5.1.1.-1.3.1.-1.1. During tenth month of program
5.1.1.-2. (if necessary) to meet with various agency representatives to determine appropriate program funding authority	5.1.1.-2.1. To meet with Wis. DOC, Wis. DPI, Wis. DVR, GETO to determine which agency should have program authority for the YRS.	5.1.1.-2.1.1. To extent an agency accepts the possibility of acting as an appropriate program authority.	5.1.1.-2.1.1.-1. Appropriate agency program managers. 5.1.1.-2.1.1.-2. Dir. of proj., CESA 10 adm., DOC cen. ofc., LH prin, and YRS	5.1.1.-2.1.1.-1.1. During 11th month of project 5.1.1.-2.1.1.-2.1. During 11th month of project

5.1. (Continued) To plan with appropriate state agency representatives (including legal and government relations departments) from special education, vocational education, vocational rehabilitation, corrections, and the governor's office for purposes of determining categorical funding options and/or legislation required to continue and replicate the youth reentry specialist program.

PROGRAM OBJECTIVE (what) OBJECTIVE:

PROGRAM COMPONENT (a more specific what) OBJECTIVE:

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
5.1.1.-3. (if necessary) to suggest drafts of legislation for statutory program and fiscal support of YRS.	5.1.1.-3.1. To meet with state program managers from Wis. DOC, Wis. DPI, Wis. DVR, GETO to obtain their input for a legislative proposal authorizing and funding the YRS program.	5.1.1.-3.1.1. To extent a legislative proposal for continued program authority and funding is accepted by possible administering agency.	5.1.1.-3.1.1.-1. Appropriate legal staff. 5.1.1.-3.1.1.-2. Dir. of project, CESA 10 administrator, DOC central office, Lincoln Hills principal, and YRS.	5.1.1.-3.1.1.-1.1. During the 12th month of project. 5.1.1.-3.1.1.-2.1. During the 12th month of project.

PROGRAM OBJECTIVE (what) OBJECTIVE: 6.1. To disseminate information about the youth reentry specialist program to interested parties.

PROGRAM COMPONENT (a more specific what) OBJECTIVE:

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
6.1.1.-1. To submit a YRS program description and findings report to the Corrections Education Association (CEA), the National Association of State Directors of Special Education (NASDSE), and the Council of Administrators of Special Education (CASE).	6.1.1.-1.1. To develop a pamphlet describing the YRS program and findings for interested consumers, including national organizations.	6.1.1.-1.1.1. To extent each organization has ample information on YRS for its publications.	6.1.1.-1.1.1.-1. Dir. of project along with YRS.	6.1.1.-1.1.1.-1.1. At end of 12th month.
	6.1.1.-1.2. Draft articles for CEA, NASDSE, and/or CASE.	6.1.1.-1.2.1. To extent at least one article is submitted to CEA, NASDSE, and/or CASE.	6.1.1.-1.2.1.-1. Dir. of project and/or YRS.	6.1.1.-1.2.1.-1.1. At end of 12th month.
6.1.1.-2. To determine various state, regional, & national organizations associated with the various direct service organizations involved in project.	6.1.1.-2.1. Seek names of related associations from state and local direct service representatives.	6.1.1.-2.1.1. To extent general agreement is reached among various agency service providers.	6.1.1.-2.1.1.-1. Reentry specialist. 6.1.1.-2.1.1.-2. Dir. of project.	6.1.1.-2.1.1.-1.1. At beginning of 6th month of project through 8th month 6.1.1.-2.1.1.-2.1. At beginning of 7th month of project through 8th month
	6.1.1.-2.2. Seek names of related associations from federal agencies responsible for federal programs to direct service providers.	6.1.1.-2.2.1. To extent lists are provided by federal representatives.	6.1.1.-2.2.1.-1. Dir. of project.	6.1.1.-2.2.1.-1.1. At beginning of 7th month through 8th month

PROGRAM OBJECTIVE (what) OBJECTIVE: 6.1.(Continued) To disseminate information about the youth reentry specialist program to interested parties.

PROGRAM COMPONENT (a more specific what) OBJECTIVE:

STRATEGY (how)	TACTICS (more specific how)	CRITERIA (how well)	RESOURCES (who and/or which)	TIMELINES (when)
6.1.1.-3. To establish correspondence relative to the YRS program description and findings with national organizations associated with direct service organizations involved in this project.	6.1.1.-3.1. Send introductory letters along with pamphlet descriptions and findings regarding YRS program to national organizations.	6.1.1.-3.1.1 To extent all identified related organizations are contacted.	6.1.1.-3.1.1.-1. Dir. of project.	6.1.1.-3.1.1.-1.1. At end of 12th month.
	6.1.1.-3.2. Answer ongoing correspondence concerns from the national, state, and local organizations.	6.1.1.-3.2.1. To extent all correspondence is answered in a complete and timely manner.	6.1.1.-3.2.1.-1. Reentry specialist.	6.1.1.-3.2.1.-1.1. At end of 12th month.
			6.1.1.-3.2.1.-2. Dir. of project.	6.1.1.-3.2.1.-2.1. Ongoing
6.1.1.-4. To establish correspondence relative to the YRS program descriptions and findings with interested parties.	6.1.1.-4.1. Answer ongoing correspondence concerns from interested parties.	6.1.1.-4.1.1. To extent all correspondence is answered in a complete and timely manner.	6.1.1.-4.1.1.-1. Reentry specialist.	6.1.1.-4.1.1.-1.1. Ongoing
			6.1.1.-4.1.1.-2. Dir. of project.	6.1.1.-4.1.1.-2.1. Ongoing

APPENDIX F

A Copy of a YRS Publication

Karcz, S. A., "Transition Services for Post-Release Reintegration." Correctional Education Association Manual. Washington, D.C. (in press).

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Transition Services for Post-Release Reintegration

Introduction

The Youth Reentry Specialist (YRS) project is a school initiated and school administered special education related service's program that makes use of one trained reentry specialist to transition parolees with handicapping conditions from Lincoln Hills correctional institution into school/vocational education programs. This transition occurs through the 170 special education units in Wisconsin.

Essentially the YRS has five key responsibilities: a) to determine the special education reentry procedures, b) to obtain information from the Regional Service Network coordinator about the available vocational education, vocational rehabilitation, Job Training Partnership Act (JTPA), and vocational/technical adult education opportunities in the intermediate school district area, c) to acquire program and funding information about the various state agencies that are responsible for vocational education, rehabilitation, Voctional-Technical-Adult Education (VTAE), and the Job Training Partnership Act (JTPA), and d) to provide technical assistance about the preceding findings with the aftercare agents throughout the State and e) to assist in the research efforts aimed at determining the effectiveness of this project.

During the first part of this project, the YRS, in cooperation with the aftercare (or parole) agent, also enrolls youth from the experimental group into special education programs. Afterwards, the YRS functions as a support service to the aftercare agent and the parent(s).

Need for a Youth Reentry Specialist Program

Approximately 23% of the 150,000 incarcerated youth and young adult population throughout the United States are estimated to be handicapped (in contrast to the 11.5% of 1,558 inmates actually determined as handicapped in Wisconsin) pursuant to P.L. 94-142, the Education of the Handicapped Law. The average stay of these students (non-handicapped students as well) in correctional facilities is about five months. Estimates are provided that suggest that following their incarceration only one youth out of ten returns to public school and stays there for at least one year. Four out of ten return to school but leave within one month. Five out of ten never return.

There are many reasons for inadequate linkage between the juvenile institution and the public school. Schools occasionally resist accepting former incarcerated youth because they are perceived as trouble makers and incorrigibles. Schools more often than not, state they are unprepared to adequately serve this population without sufficient notice. Aftercare agents and parents also experience frustration with school reentry policies and procedures that do not serve the parolee in a timely manner. Also, laws such as P.L. 94-142, which are designed to guarantee an appropriate education and due process rights for parents and parolees with handicapping conditions, are not understood by either. Unfortunately, aftercare officers, parents, and students do not understand how important participating in the special education Individualized Educational Plan (IEP) conference is for

obtaining appropriate educational and vocational education services for the transitioned student.

At times correctional institutions have hired reentry specialists to forward school records to a receiving school district and to monitor a youth's progress in that school. This valiant effort tends to be criticized by the public as excessive follow-up and as meddling in the youth's life after s/he has served her/his time. For these and other reasons, the traditional methods for transitioning parolees with handicapping conditions into the public schools have not worked well at all.

The Youth Reentry Specialist Program

The Youth Reentry Specialist (YRS) Program is a new type of proposed special education "related services" program that addresses many of the issues involved in transitioning a parolee with handicapping conditions from the correctional institution to public school special education programs.

The YRS Program was funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) to address the school to corrections transition issues. The program makes use of one trained reentry specialist (housed and employed by an intermediate public school district) to transition released incarcerated handicapped youth from Lincoln Hills correctional institution into school/vocational education programs, into school/vocational rehabilitation, school/vocational technical and adult education or school/job programs. This transition occurs through one of the 170 special education districts found within the State of Wisconsin.

The YRS must determine the transitioning procedures between the juvenile institutions and the Directors of Special Education. Also, lists of vocational resources must be determined for each of Wisconsin's 12 intermediate school districts from the Regional Service Network (RSN) Coordinator. Afterwards, the YRS shares his/her findings about school transitioning procedures and about the availability of vocational/work program resources with the youth's aftercare agent or parent(s).

The YRS does not directly enroll the youth in the Special Education Unit (SEU),other than in the initial phases of the program with permission of the state/county parole agent, but rather supports the aftercare agent's liaison with the Director of Special Education and other community vocational/work representatives. Initially, the YRS 1) informs the Director of Special Education about the transition of a formerly incarcerated youth with handicapping conditions from the juvenile correctional institution to his/her special education unit, 2) describes the unique behavioral, educational, and vocational needs of this youth as found in the Department of Correction's IEP, 3) shares information about the public school model program strategies that are available to meet the unique programming needs of this youth, and 4) provides information about the various agency funding sources currently used and/or available for funding these educational/vocational programs.

In the meantime, the YRS also works closely with the Regional Service Network (RSN) Coordinator who is found in each of Wisconsin's 12 intermediate school districts known as Cooperative Educational Service Agencies (CESA). The YRS and RSN Coordinator

(an information retrieval and dissemination specialist) determine the extent of vocational/work offerings available in the area of the participating CESA.

Afterwards, the YRS shares his/her findings about school transitioning procedures and about the availability of vocational and work program resources with the youth's aftercare agent or parent(s). The YRS, in this capacity, assists the aftercare officer or parent(s) to:

1. Enroll the youth in the CESA for a special education program and a vocational education program, vocational rehabilitation linkage, VTAE linkage, or for JTPA linkage.
2. Forward necessary records (in order to maintain school credit) along with the IEP in a timely manner to the receiving CESA.
3. Monitor the youth's progress in CESA and in the other CESA direct service agencies.
4. Share information about special education procedures and the availability of area vocational resources with the parent(s) or parent surrogate for more effective and efficient participation in multidisciplinary staffings, development of IEP's, participation in annual evaluations, and utilization of additional guarantees of "due process" procedures as deemed appropriate.

Unless the aftercare agent and parent(s) are aware of available vocational offerings in CESA and of the IEP process, there is a lower probability that desired and appropriate vocational education services will be incorporated in the IEP.

The YRS transition effort should result in a significant increase of vocational performance for handicapped parolees in whichever combination of special education and vocational programs are chosen (e.g., special education and one or more of the following: regular education, vocational education, vocational rehabilitation, or JTPA). It is hoped that the YRS Program would improve significantly that aspect of the education of the handicapped parolee population who "fall through" interagency "cracks" (i.e., whose needs are not met by conventional programs).

A successful outcome for the YRS Program has occured when a parolee with handicapping condition(s) receives some type of special education service and vocational or work program at the end of a three-month period (since release from the juvenile institution).

Previous Research

A recent study (Karcz, 1984) of the effects of a similar reentry position known as the Youth Advocate Liaison (YAL) in Lake County, Illinois, designed to facilitate handicapped detainees (as opposed to handicapped incarcerated youth) reentering the public schools, found that the net effect of the YAL and of the YAL interactions was that it did make a significant difference for the average detainee. The average detainee (a white male 15.1 years of age from a family with an annual income of approximately $11,000 during the 1982-84 period) who received the YAL service had a 77% probability for attending school. Without the YAL service, the same detainee had a 22% probability for attending

school. Also, the presence of the YAL increased the probability of a station adjustment (considered a favorable police disposition to custody) for detainees including all blacks, Hispanics, and whites.

Operation

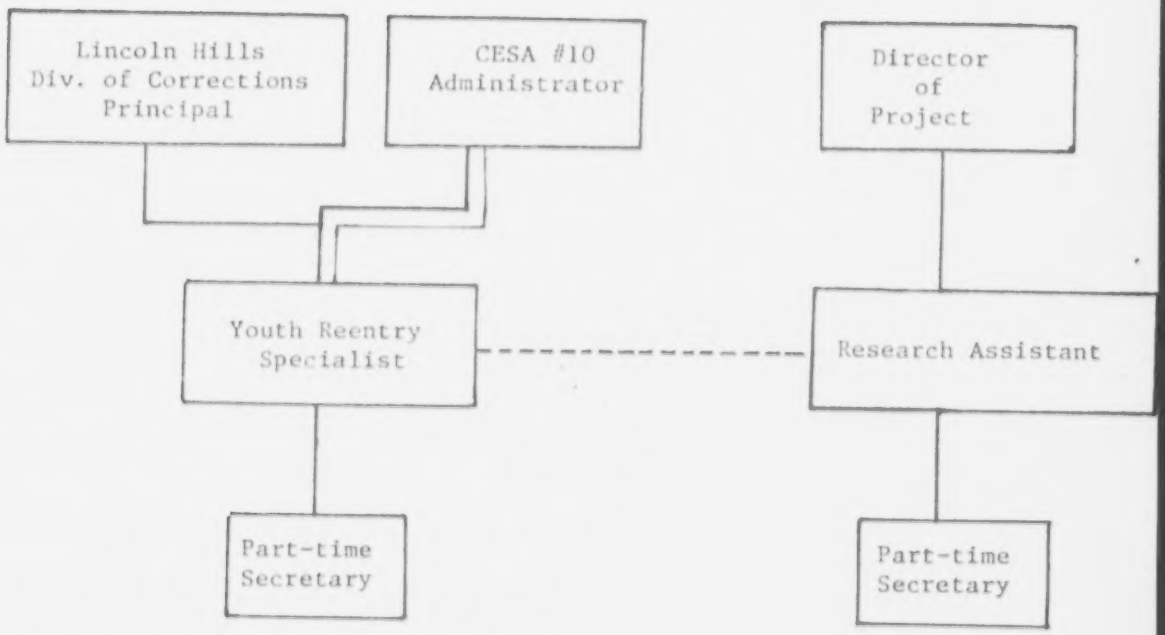
The management plan for administering the YRS Program includes a systems approach to organizational development. The plan of management utilizes the development of a set of nine tasks (see Table 1) that are further subdivided into program objectives, job descriptions, and clusters of activities for accomplishing these objectives, resources needed, and time lines needed. The Table of Organization (see Chart 1) depicts the YRS as being primarily accountable to the CESA administrator, secondarily accountable to the Lincoln Hills principal for day-to-day supervision, and finally programmatically accountable to the project director at the University of Wisconsin(UW)-Stout. Needless to say, the YRS needs excellent human relations skills.

Critical Path Analysis. The following charts and tables were designed to provide an understanding of the YRS program's Critical Path Analysis (CPA) terms. A CPA is defined as a logical sequencing of a series of events necessary to the YRS program in such a manner that the most efficient route to some culmination point can be reached. The CPA approach was found to be a useful tool in planning, developing, and implementing the YRS program.

As stated earlier, Table 1 specifies nine major tasks that the Youth Reentry Specialist Program undertakes.

CHART 1

Table of Organization



Key:

═══ Overall Responsibility for the Program from Administrative District

——— Day-to-day Supervision while at Lincoln Hills

------ Program Supervision

TABLE I

TASKS FOR THE YOUTH REENTRY SPECIALIST PROGRAM

Tasks
1. Determine triagency (WDOC, CESA #10, and UW-Stout) working relationships.
2. Determine parameters of the population served.
3. Select the Youth Reentry Specialist.
4. Develop the evaluation instrument.
5. Provide technical assistance to the YRS.
6. Determine Department of Corrections/school liaison procedures.
7. Provide technical assistance to the parole agent and the parent(s).
8. Plan for the continuation of the Program.
9. Develop a YRS Program report.

First 74 Days of Project. By studying Figure 1, Part I (Critical Path Analysis) the reader can observe that four clusters of activities occur somewhat simultaneously; the longest of these clusters of activities is the one related to Task 4: developing the evaluation Instrument. Development of an appropriate evaluation (questionnaire) took much time and effort by all three agencies involved (Wisconsin Department of Correction; Cooperative Education Service Agency, and UW-Stout). The questionnaire included items addressing the effectiveness of the YRS Program, items relating to data needs for the management of the YRS Program, and basic demographic data. Essentially this questionnaire analysis will determine, as a result of the YRS, a) whether or not the Division of Correction's students with handicapping conditions, once released, are receiving more special education/vocational services at the end of a three-month period and b) whether or not the Program objectives have been met.

The single most important expected outcome from all the liaison efforts of the YRS is that the likelihood for increased vocational performance will occur through one of the special education facilitated vocational program options: vocational education, vocational rehabilitation, vocational technical and adult education, or Job Training Partnership Act opportunities. The expected successful outcome for the YRS Program consists of a parolee with handicapping condition(s) receiving some type of special education service and a vocational/work program three months after release from the juvenile institution.

FIGURE 1

PART I: Critical Path Analysis Network of Time and Sequence for Events

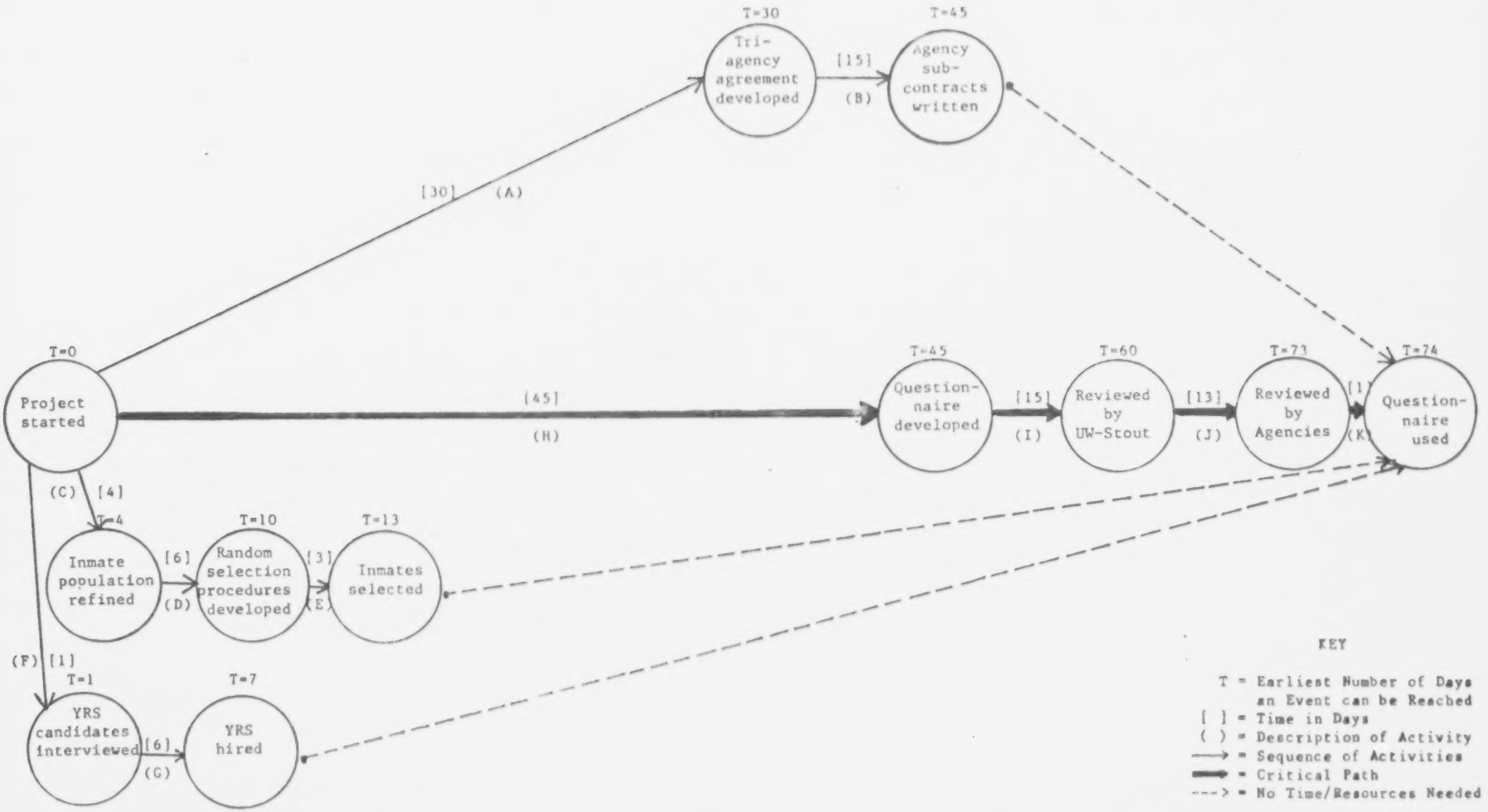
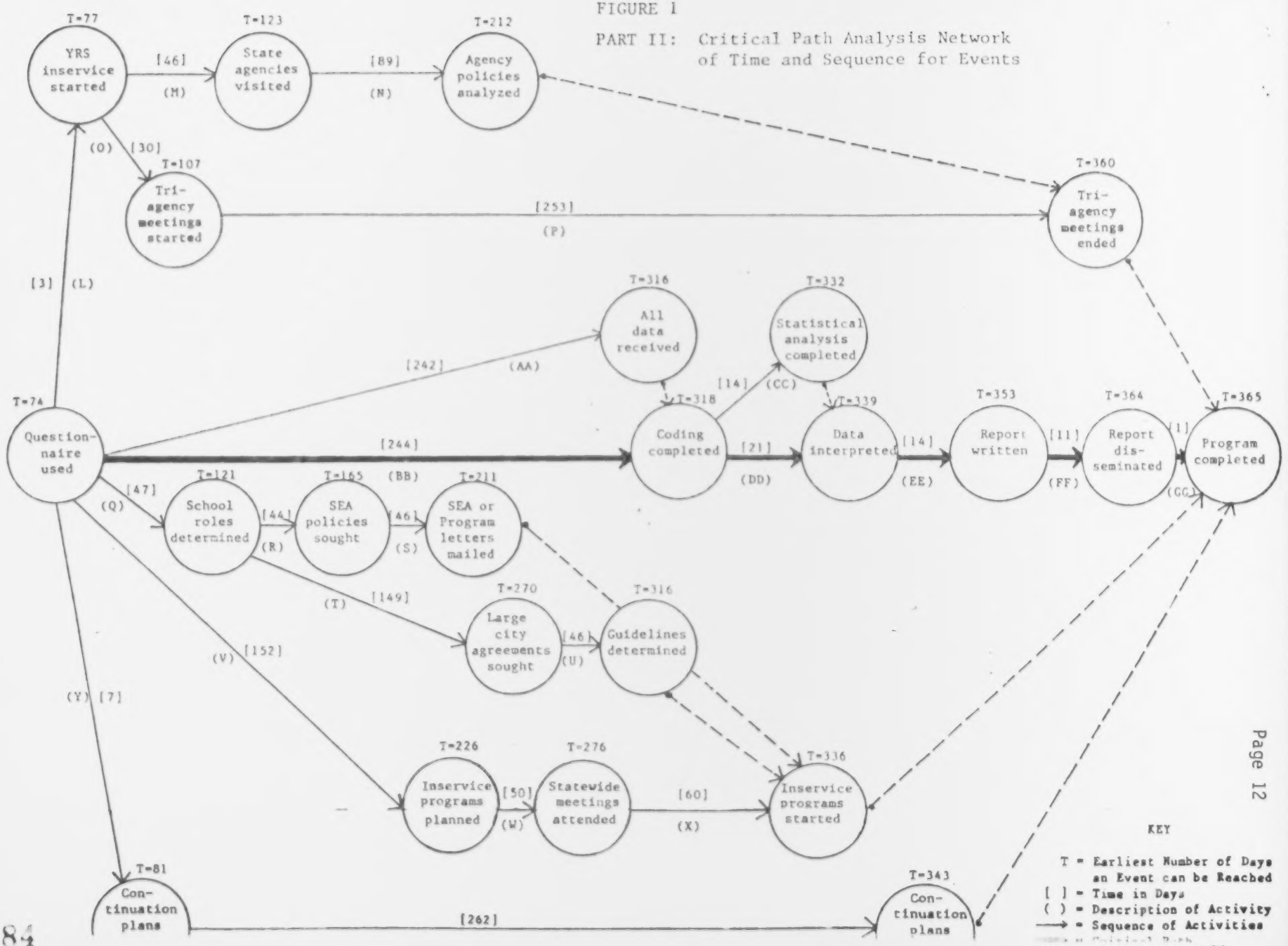


FIGURE 1

PART II: Critical Path Analysis Network of Time and Sequence for Events



KEY

T = Earliest Number of Days an Event can be Reached

[ ] = Time in Days

( ) = Description of Activity

→ = Sequence of Activities

Period after Questionnaire Initially Used. Figure 1, Part II depicts the period of time after the initial use of the questionnaire to the end of the first year of the Program. During this period, there are five clusters of activities occurring, some of which require additional simultaneous work.

The longest cluster of activities and probably the most straightforward relates to Task 9: Develop a YRS Program Report. Most of the data for this report are to be collected by the YRS, programmed into the UW-Stout computer by the YRS research assistant, and analyzed collaboratively by the three agencies involved in this project.

The task of providing technical assistance to the YRS necessitates numerous site visits to the state capital city. The purpose of these visits is to meet with various state agency representatives about their respective state statutes, agency regulations, program guidelines, funding procedures, and form procedures. Unless the YRS understands which vocational programs the State has authorized for funding and how the mechanics of the funding process occurs, the YRS cannot facilitate useful program and funding information to school administrators (such as Directors of Special Education) who are accustomed to problem solving about new special educational program options in these terms.

A slightly less complex, but nevertheless integral, task for the YRS Program relates to the determination of the Department of Corrections/school liaison procedures. Two school role relationships must be determined relative to the Lincoln Hills juvenile correctional institution. Those role relationships are those of the Director of Special Education and the Regional

Service Network Coordinator (an intermediate school-level information specialist).

Once the YRS has received technical assistance about the various state agency program and funding procedures and the Department of Corrections/school liaison procedures have been determined, the YRS may begin providing technical assistance to the aftercare agents and to the parent(s). Although this major inservice activity will occur near the end of the first year of the program (see Figure 1, Part II), plans for these inservice sessions must begin early in the year with representative aftercare agents and parent(s). One way of maintaining a communications link with the aftercare agent is for the YRS and the Project Director to attend state/county aftercare meetings.

It is also necessary to plan for the continuation of the YRS Program at the onset of the Program (see Figure 1, Part II). In order that the YRS Program continues after the grant period, a series of meetings must take place with various state agency representatives. Initially, meetings are planned with the Wisconsin Department of Corrections, the Wisconsin Department of Public Instruction, and UW-Stout. The purpose of these meetings is to determine the feasibility of utilizing current statutory authorities and funding mechanisms to maintain the YRS Program. Such continuity would be sought provided that the special education and vocation education performance of parolees with handicapping conditions has improved significantly as a result of the YRS Program as measured at the end of a three-month period after release.

Impact

The impact of the YRS Program occurs through its development of networks that previously did not exist or were grossly underutilized among the DOC and educational/vocational agencies for the purpose of:

1) Providing continuity of special education and/or vocational services.
2) Providing services for a longer period of time.
3) Providing more appropriate services.
4) Increasing the likelihood for attendance in special educational/vocational programs.
5) Providing a model that could be replicated nationally.(Karcz, et al, 1985)

The social benefits that are derived from former incarcerated youth with handicapping conditions who are more fully participating in educational/vocational training programs cannot be underestimated. Some of these benefits might result from decreased costs of police involvement, detention facility use, court hearings and/or institutional use. In addition, the productivity of a worker could be retrieved. Also, youngsters with an education and/or vocational training have better odds at increasing life income and becoming taxpayers. For the involved youth, the potential for improvement of self-worth is immensely important.

Continuation Grant Awarded

In recent weeks, the Project Director was notified that the YRS Program will receive funding for the second year. The basic implication of such notice is that the period from the initial use

of the questionnaire to the end of the project may be extended by one year. More students can be served in the experimental group, and more students can be used in the control group. Each of the groups will increase by approximately 50. Also, each of the five tasks for this period can be enhanced, increasing the likelihood for demonstrating the overall effectiveness of the YRS Program.

Summary

The YRS Program grew out of the frustration that aftercare (parole) officers experienced in relating to the public school regarding parolees with handicapping conditions and as a reaction to public outcries that the Department of Correction's transition programs violate the released inmates' rights to be independent of corrections once they had served their time.

The YRS Program which is funded by the U.S. Office of Education, Office of Special Education and Rehabilitative Services is a new type of public school special education related service. It is administered by an intermediate school district (CESA #10) for the benefit of transitioning juvenile inmates with handicapping conditions from Lincoln Hills School juvenile institution to any one of 170 special education programs throughout the state of Wisconsin.

References

Karcz, S. A. (1984). The impact of a special education related service on selected behaviors of detained handicapped youth. Unpublished doctoral dissertation, Syracuse University, NY.

Karcz, S. A., Paulson, D. R., & Mayes, W. T. (1985). Abrupt transitions for youths leaving school: Models of interagency cooperation. Techniques, 1, 497-504.